# COMING OF AGE IN BOSTON: OUT-OF-SCHOOL TIME OPPORTUNITIES FOR TEENS

## CURRENT REALITIES AND FUTURE PROSPECTS

**APRIL 1, 2004**

TDC Prepared by Technical Development Corporation

**Coming of Age in Boston: Out-of-School Time Opportunities for Teens**
Current Realities and Future Prospects

A Report of the Teen Study Committee of Boston's After-School for All Partnership

## Teen Initiative Committee

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Thanks also to Gretchen MacKilligan of Boston's After-School for All Partnership for her work on this report.
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Prepared by Technical Development Corporation

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Dear Friends:

Today, Boston's young people have access to more high quality after-school and out-of-school time programs than ever before thanks to the hard work of the Boston's After-School for All Partnership and a host of committed community-based organizations.

We must all recognize that as children in after-school programs enter adolescence, their needs and interests change. Teens are at a critical turning point from childhood to adulthood and while they still seek fun, safe and educational out-of-school-time programs that are led by caring adults, they are also thinking about the future. They are looking for guidance as they deal with college, careers, academic pressures, and high school graduation requirements like the MCAS test. They are looking to build life skills and to become productive citizens.

Coming of Age in Boston: Out-of-School Time Opportunities for Teens is a valuable assessment of the city's teen programs. As Boston's adolescent population continues to grow and become more ethnically diverse, we must continue to work together to meet the changing needs of our youth. Coming of Age in Boston gives us the information we need to develop a long-term vision for teen out-of-school time programs that will help our young people prepare for the challenges of adulthood.

Sincerely,

Thomas M. Menino
Mayor of Boston

Dear Members of the Boston Community:

Boston has a long history of coming together across sectors, and mobilizing around issues of crucial importance to our city. That is exactly what happened when Boston's After-School for All Partnership was formed in 2001 in direct response to the recommendations of Mayor Menino's Boston 2:00 to 6:00 After-School Initiative. The Partnership is the largest public-private partnership dedicated to serving children in Boston's history.

We are proud to present this report, "Coming of Age in Boston," with the Barr Foundation and the Merck Family Fund. The title speaks to the challenges our young people face as they approach adulthood, but it also reflects the point at which we find ourselves in the movement to meet the after-school needs of all of Boston's students.

High-quality out-of-school time programming for teens is critical not only to the social and academic development of our young people—who today must meet higher academic standards than ever before—but also to the safety of our entire community. One of the more stunning statistics included here is that juvenile crime in Boston increases markedly when children are not in school, even peaking immediately after the school day ends. Our young people simply must have better alternatives for their free time.

In these pages, we provide a great deal of information about the current landscape of out-of-school time programs for teens—and we include some of the qualities teens themselves say they want and need in their programs. Finally, through the recommendations included in the last section, we are issuing a call to action.

We know that when there is strong public will, coupled with increased funding and a spirit of collaboration and partnership, great things can happen. Since 1998, Boston has nearly doubled the percentage of elementary and middle school children participating in after-school programs. Now we want to extend our efforts to include teens.

And so, we are inviting you, whether you are a funder, an educator, a parent, a student, a civic leader, or simply a concerned resident, to join with the City of Boston, the Boston Foundation, and the other members of Boston's After-School for All Partnership, and begin to develop the resources and the momentum we need to take on the challenge of meeting the out-of-school time needs of Boston's teens.

Sincerely,

Paul S. Grogan
President and CEO
The Boston Foundation

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# EXECUTIVE SUMMARY

## *A Short History of Boston's Out-of-School Time Movement*

For more than two decades, Boston's civic and nonprofit leadership have worked together to improve and expand out-of-school time opportunities for the city's young people. In the late 1980s and early 1990s, the MOST Initiative (Making the Most of Out-of-School Time), an initiative of the Wallace-Readers Digest Funds, led by Parents United for Child Care and funded by the Boston Foundation, the City of Boston, and many others, began to assemble an extensive infrastructure for out-of-school programming. In addition, the Medical Foundation's BEST Initiative (Building Exemplary Systems of Training), was created by a diverse group of teen program providers and stakeholders as part of a national project also funded by the Wallace-Readers Digest Funds. The BEST Initiative provided youth worker training that was grounded in a positive youth development approach.

"Boston's success in meeting the needs of teens in their out-of-school hours is driven by the deep desire to ensure youth reach their full potential. Boston has enthusiastically embraced the role out-of-school time programs can play to help inner city youth have access to the same activities and experiences that many suburban youth take for granted.
Boston's After-School for All Partnership was formed to bring together the philanthropic community to identify and act in concert to address pressing issues facing our youth. The timely and important release of this report and its recommendations will build upon and extend Boston's astonishing record of achievement as we all work together to promote 'after-school for all'."
-Christopher Gabrieli, Chair, Boston's After-School for All Partnership

From 1998-2000, the City of Boston's Office of Community Partnerships led an initiative called the Citywide Strategy for Youth Development, which created an asset-based approach to youth development, culminating in Boston's Youth Development Framework.

In 1998, Mayor Thomas M. Menino announced the creation of the Boston 2:00-to-6:00 After-School Initiative to focus on expanding and improving after-school opportunities for Boston's youth. Following recommendations of the Initiative's Task Force, many of Boston's leading philanthropic, corporate and educational institutions joined the Mayor to create Boston's After-School for All Partnership.

Formed in 2001, the Partnership is a unique public-private coalition of 15 leading philanthropic, educational, business and government institutions, dedicated to expanding, improving and sustaining a rich variety of after-school activities for Boston's children. Recently, the Partnership was awarded a grant from the Robert Wood Johnson Foundation for a program called BASE (Building Boston's After-School Enterprise), which is working to expand access, build data systems and improve the after-school system for all young people in the city.

## *Introduction*

Statistics tell at least part of the story, and the statistics are stunning. There are close to 45,000 teenagers in Boston (a figure that will continue to grow over the next decade), and only 20 percent of their time is spent in school. What do they do with the other 80 percent of their time? Local and national research reveals that, in a world where many families have parents who are working, significant numbers of teens spend their out-of-school time in largely unsupervised and unstructured ways. In Boston, only 22 percent of teens are engaged in out-of-school time programs that are providing fun supportive environments, and helping them to learn the academic and social skills they will need to graduate from high school and prepare for the world beyond school.

Research tells us that while the vast majority of teens choose to engage in productive activities during out-of-school hours, immediately after school, juvenile crime—including young victims and perpetrators—peaks markedly. In Boston, from October of 2002 to October of 2003, 60.9 percent of youth violent crimes occurred from 2-10 p.m., with a 36.7 percent increase from 1-2 p.m., just as students are leaving school.

The statistics, however, tell only part of the story. In focus groups, teens themselves have expressed frustration about the lack of engaging free time activities and opportunities available to them. Teens say that out-of-school time activities need to be interesting to them and have staff they can relate to and respect. Teens say, in effect, “If a program is good enough, we’ll come.”

At the same time, the need for high-quality programming is greater than ever because students now are required to pass the rigorous new MCAS test before graduating from high school, making academic preparedness a high priority for students who want to go on to college. In addition, many providers of out-of-school time programs express interest in developing better and more programs for teens.

The compelling statistics, the expressed interest from teens for more engaging out-of-school time options, and the desire on the part of providers to rise to the challenge present the community of Boston with a window of opportunity. The bad news is that this window is opening at a time of severe financial restraints—when programs are facing deep cuts in their budgets and are not receiving additional resources to launch new programming.

The good news is that Boston has a highly impressive track record of creating innovative approaches to seemingly intractable problems—and it has unique assets and resources, including a dynamic and innovative nonprofit sector and a business community willing to roll up its sleeves and help. Boston also has strong and diverse neighborhoods with groups of residents that know how to mobilize around issues of importance to everyone.

In addition, many of the approaches and systems that are crucial to meeting the needs of Boston’s teens are already in place. Boston has been a national leader in improving and

expanding after-school programming for younger children. The city has widely embraced an asset-based approach to youth development that builds on young people's personal and social skills and is achieving positive results. And in 2001, spurred by the leadership of Mayor Thomas M. Menino, Boston's After-School for All Partnership was formed. The Partnership, a public-private coalition of 15 leading philanthropic, education, business and government institutions, has been instrumental in significantly advancing the field.

A parent survey conducted by the Partnership in June 2003 revealed that Boston has nearly doubled the number of children involved in after-school programming in just five years. And, thanks to public education campaigns, more than eight in ten parents believe that after-school programming is critical to their children's academic and social success.

In response to this tremendous window of opportunity—and the challenge of making a difference in the lives of Boston's teens—the members of the Partnership formed a Teen Study Committee to better understand the current array of out-of-school time opportunities for teens in Boston and the growing demand for more and better programs. The Committee and the Boston Foundation commissioned Technical Development Corporation (TDC), to conduct research into this issue.

**A Case Study: Boston's Environmental Teen Youth Development Programs**

The Barr Foundation and the Merck Family Fund commissioned additional research focusing on environmental youth development programming for teens.

These programs predominately focus on leadership training and stewardship, and provide promising and interesting models for the entire field. See page 21 for a summary of this research.

The results of this research build a compelling case for turning the city's attention to meeting the needs of teens during their out-of-school hours, providing them not only with something to do with their free time, but with the support they need to graduate from high school and launch themselves into constructive adult lives.

Boston has a long and rich history of partnerships that have stretched across sectors and moved the city forward at key moments in its history. The time is now to engage this community's stakeholders in building a strategic, thoughtful and extensive array of out-of-school time options for our city's teens.

## *Methodology*

This report synthesizes existing knowledge, and presents the results of new research conducted by Technical Development Corporation (TDC) about the landscape for teen out-of-school time programming. In addition to reviewing the literature and interviewing local and national experts, TDC conducted both demographic research and a survey of community-based teen Out-of-School Time programs, and facilitated focus groups with

providers and teens. In addition, the Barr Foundation and the Merck Family Fund commissioned additional research to focus on environmental youth development programming, which is reflected in the case study on page 17.

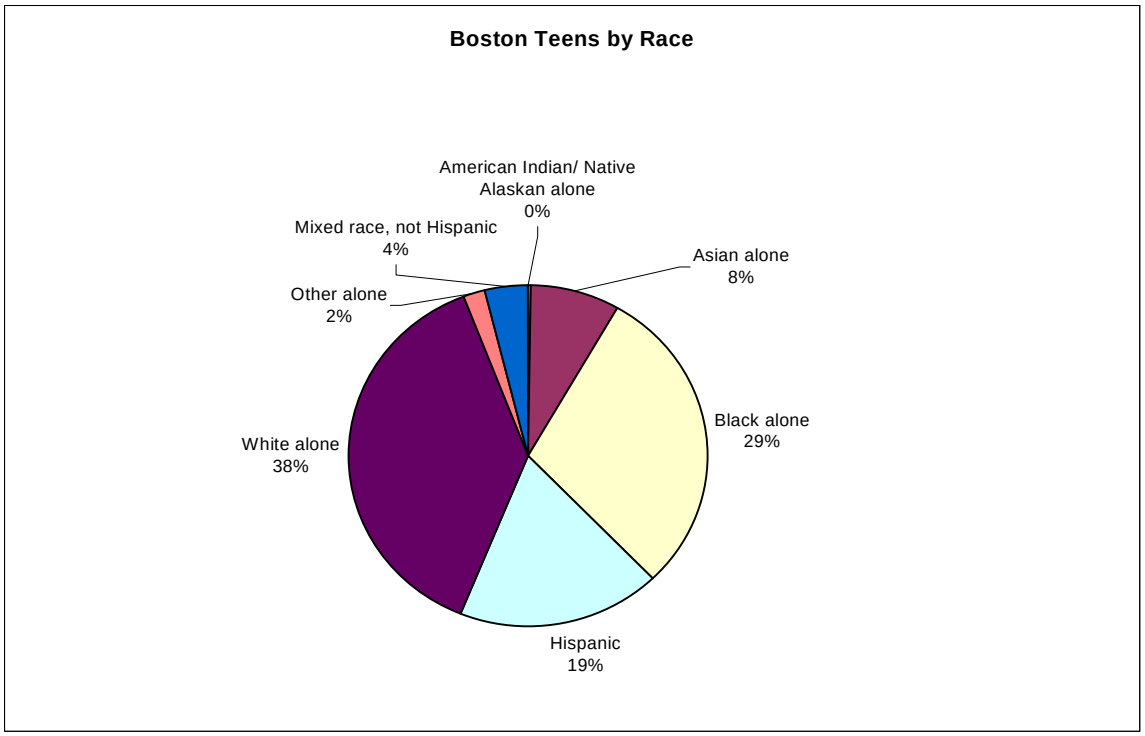
## *A Demographic Snapshot of Boston's Teens*

### Boston's Teen Population

The teen population in Boston is large, ethnically diverse, and growing. A scan of the 2000 Census and Boston Redevelopment Authority data reveals close to 45,000 young people between the ages of 13-19 in the City of Boston (not including some 12,000 college students). The overall growth in the teen population from 2000–2010 is expected to be 9.2 percent.

### Race and Ethnicity

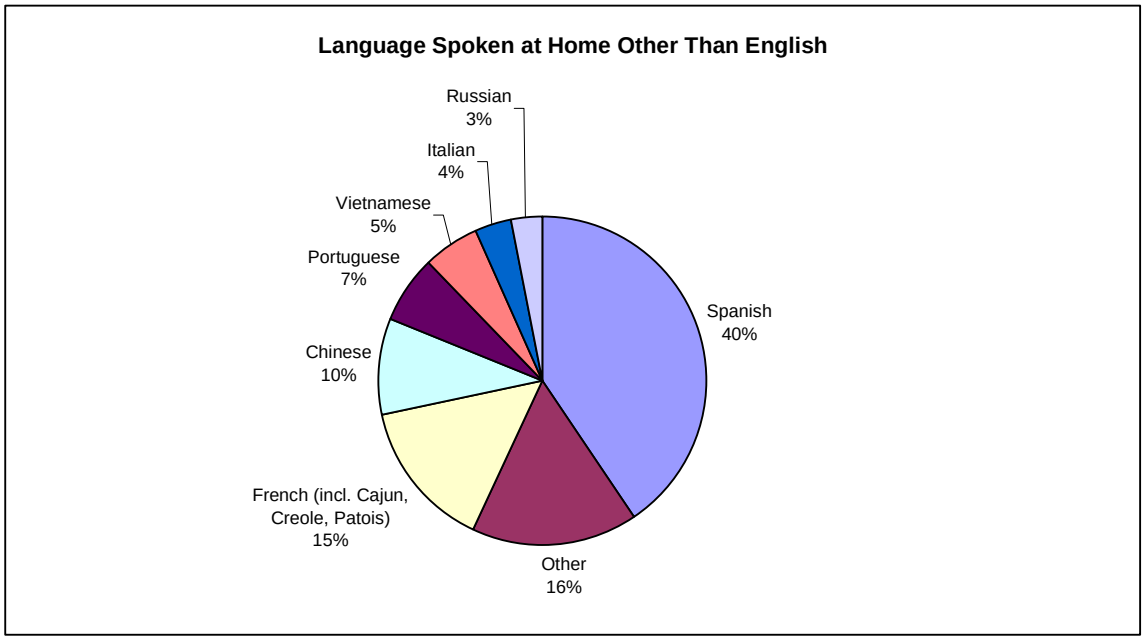
While this population reflects national trends as far as gender, with 51 percent being girls and 49 percent boys, it is far more ethnically diverse than many other cities. About 38 percent of teens are White, 29 percent Black, 18 percent Hispanic and 8 percent Asian. (The high percentage of White teens in these figures is skewed by the 12,000 college students who live in the Allston/Brighton and Fenway/Kenmore areas, and contribute to the total figures.)




Source: Census 2000

## Language

A number of students face linguistic barriers in school and in out-of-school programs. Of the 31 percent of Boston residents who speak a language other than English at home, the largest group, 40 percent, speaks Spanish.




Source: Census 2000

## School Enrollment

Historically, Boston Public School enrollment has risen over the past decade but will plateau at 2003 levels through 2006 before dropping yearly until 2010. Boston high-school drop-out rates have declined slightly since 1999-2000. In the 1999-2000 school year, the drop-out rates for ninth graders and twelfth graders were 9.7 percent and 8.4 percent respectively; in 2000-2001 the dropout rates for ninth graders and twelfth graders were 8.5 percent and 8.2 percent respectively.

## *Key Findings*

**What Teens Want and Need**

To better understand the desires and needs of Boston's teens, TDC conducted focus groups with disengaged teens, surveyed current providers of out-of-school time programs, and reviewed national literature and recent local research. Among the local studies TDC consulted was *After-School Programs in Boston: What Young People Think and Want*, prepared and conducted in the summer of 2001 by Innovation by Design and the Center for Teen Empowerment. That study, which reached some 300 young people in after-school programming through 20 focus groups, provided a strong foundation for TDC's research. Another study TDC used was the 2001 Boston Youth Survey of 2,599 teens conducted by the City of Boston and Boston Centers for Youth & Families, although it focused solely on teens in summer school, and thus was not representative of all Boston teens.

*Choices and Options*

Through its research, TDC discovered that teens have a great deal of independence regarding their out-of-school time and confront a much wider selection of options from which to choose than younger children. Most teens are not required by their parents to attend programs and instead spend their time hanging out with friends, playing sports, doing homework, working, or caring for siblings or other relatives.

Paralleling national trends, close to half of all teens spend their out-of-school time in unstructured and unsupervised ways—and most spend at least some of that time by themselves. The results of the 2001 Boston Youth Survey reveal that 20 percent of teens indicated that they most frequently work at a job after school, while only 10.4 percent attend a school or community-based out-of-school time program more frequently than other activities.

*Pressure and Responsibility*

A combination of responsibilities weighs on all teens as they decide how to spend their out-of-school time. Boston Public School students interested in higher education must achieve certain grades and pass the MCAS to graduate from high school. Those who do not plan to attend college must pass the MCAS, and then prepare to find a job. Some teens also are required to contribute to family income by working after school while numerous others are interested in earning discretionary income and seeking employment opportunities. Many must care for siblings or other relatives in need.

*Fun, Learning Opportunities, Accessibility, and Supportive Relationships*
Fun, Learning Opportunities, Accessibility, and Supportive Relationships
Just as teens face different pressures and responsibilities than younger children, they also want different things from out-of-school time programs—an important consideration when planning new programming, since they also have the independence to choose how to spend their free time.

Fundamentally, teens want programming that is fun, provides learning opportunities and skills development, is accessible, and builds supportive relationships with caring adults and their peers. When asked in focus groups why they don't attend after-school programs, the most common answer was "nothing interests me."

- *Fun*

For teens in TDC's focus group, a "fun" program was one with friends and "cool" staff. Teens wanted programs to offer activities they were particularly interested in ("chilling" and "movies"). A number of teens said they wanted to "Learn something challenging." For a program to be "fun" or "cool" it often requires the endorsement of friends. According to providers, many teens will not come to a program unless it is deemed acceptable by their friends—a scenario that is especially true for girls, who often travel with friends to programs. A factor that makes a program "uncool" is sharing a space with younger children.

- *Skills Development and Leadership Opportunities*

In TDC's focus groups, most teens, regardless of their family or school situation, wanted to learn skills that will help them in the future. They also were especially attracted to programs with leadership opportunities, and those who were not currently engaged in out-of-school time programs requested help with math, reading and job readiness. The opportunity to earn money and build job skills were also primary incentives for teens.

- *Accessible Programs*

Easy accessibility was described by providers and teens as a highly important requirement. Programs located in teens' own neighborhoods or those that provide transportation (especially in the evening and during the winter season), and are open on a drop-in basis, at least a few days a week, were cited as particularly appealing. In TDC's focus group, when asked how they would tell funders to invest their money, teens responded that they would most like a neighborhood community center that had all of the things that were important to them in one central location. Teens expressed a strong interest in having "teen only" community centers.

- *Supportive Relationships*

Perhaps most important to teens was the opportunity to build supportive relationships with caring adults. Teens want staff they can relate to and who make a program fun, engage them in relevant and challenging activities, and provide guidance. Teens also indicated that strong and well-trained staff are an essential ingredient in successful programming.

**Key Elements of Effective Programs**

The tools are available to envision a set of effective out-of-school time opportunities for teens. Positive youth development principles frame effective out-of-school time program practices for all young people, but also recognize that teens are developmentally different from younger children.

In addition to the key practices that make any effective out-of-school time program successful, listening to the voices of Boston's teens has helped to identify the additional elements of effective programs specifically for teens:

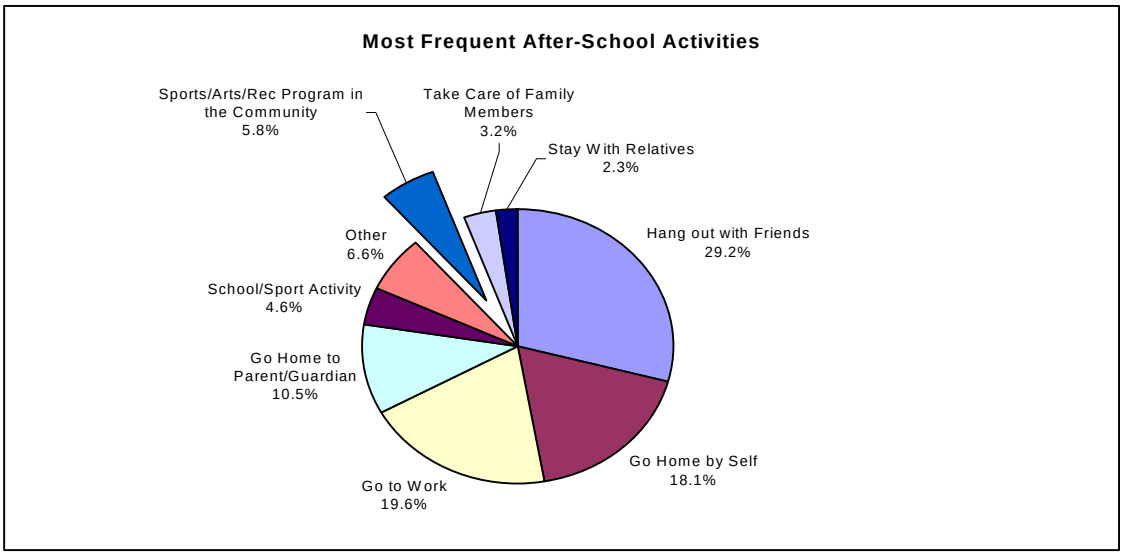
- Teens themselves should be invited to play an increasingly active role in designing and running programs;
- Programs should be run by experienced, dynamic youth workers and adults in leadership positions;
- There should be opportunities for fun, but also for academic and life skills development; and
- Teens should have a 'space of their own,' separate from younger children.

## *Is Boston Ready to Respond?*

### The Current Landscape

*Cause for Concern*

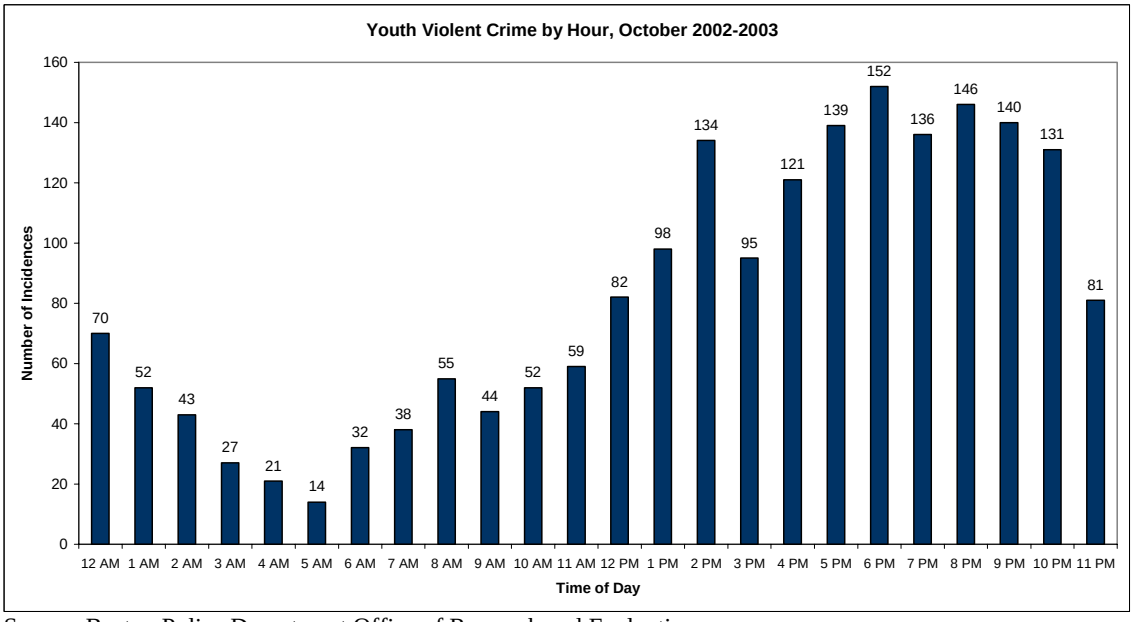
Community-based out-of-school time programs compete with numerous forces for teens' attention and time—from jobs and homework to family responsibilities to hanging out with friends (see pie chart this page). While many teens are spending their free time in constructive ways, local and national research reveals that significant numbers of teens frequently are unsupervised when they are out of school, too often a recipe for trouble. Fewer programs are available for teens than for their younger counterparts at a time when the teen population is growing at a rapid pace. Those programs that are available often are not engaging teens or meeting their needs.




Source: *Report of the 2001 Boston Youth Survey*

## *Juvenile Crime*

Research indicates that juvenile crime peaks immediately after school (see bar chart). From October of 2002 to October of 2003, 60.9 percent of youth violent crime in Boston occurred from 2-10 p.m., with a 36.7 percent increase from 1 to 2 p.m., just as young people are leaving school for the day.




Source: Boston Police Department Office of Research and Evaluation

## **Positive Alternatives**

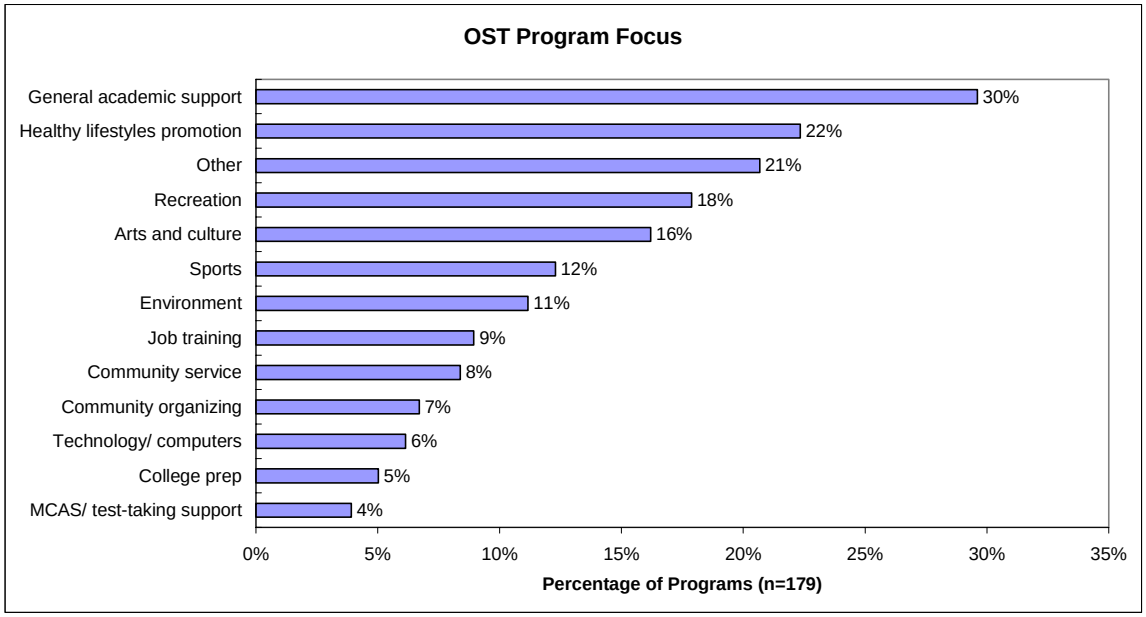
Community-based out-of-school time programs represent a promising alternative to unstructured time for teens. For the purpose of this report, these programs are defined as those run by nonprofit or public organizations in community or school-based sites that

provide services to teens in the out-of-school time hours—not including school sponsored after-school clubs and sports opportunities.

*How Many Teens Are Served by Existing Programs?*
The 179 providers that responded to TDC's survey take a variety of approaches to out-of-school time programs and serve between 5,600 and 9,900 teens on a weekly basis. Based on these figures, up to 22 percent of Boston's teens participate in the responding community-based programs on a weekly basis.

*What is the Focus of These Programs?*
The field presents a wide variety of offerings (see bar chart this page). The largest group of providers, 30 percent, identified themselves as general academic support programs. Another 22 percent of programs offer healthy lifestyles promotion, including substance abuse prevention, life skills and mental health programs. Boston also has a cultural sector that is engaging teens in numerous activities.

Of the 21 percent of respondents that self-selected the "Other" category, many identified themselves as providing youth leadership, education, or career development programs. A separate survey was also conducted on the burgeoning field of programs for teens with an environmental focus, which represent 11 percent of out-of-school time programs. (See page 17 for an analysis of these exciting programs.)




*Where Are the Programs Located?*
Every neighborhood of Boston has programs that serve teens, although some, such as Roxbury and the South End, have more than others, like the Fenway/Kenmore and Charlestown neighborhoods. Given the growth projections for the teen population over the next several years, all neighborhoods will continue to face an increasing demand,

especially since accessibility is one of the requirements teens have for their out-of-school time programming.

*What Approaches Do the Programs Take?*
A hands-on approach, with an experiential, activities-based style, is the most popular style of programming at 57 percent, with peer leadership programs running a close second at 49 percent. Academically focused programs tend to use a tutoring or instructional approach with teens. About one-third of the programs charge a fee for participation and a similar number pay participants a stipend.

*Who Are the Teens Being Served?*
The demographic profile of participating teens is different than the demographic profile of the general teen population of Boston. Relatively more males than females and more Black teens than White teens take part in the available programs.

*What is the Perceived Value of These Programs?*
In focus groups with providers, an effective practice for improving retention in out-of-school programs for teens is to require participants to clear a hurdle or make a sacrifice to gain entrance. Many programs require teens to apply or try out for the program, during which expectations are set and both providers and teens can determine whether the program is a good match. Also, the perception that teens have "been accepted" into a program increases the value of it both for teens and parents, even if most applicants who apply are accepted. Charging a fee is also beneficial for some programs, as is providing teens with stipends to encourage their participation.

## *Facing the Challenges*

With the continued growth of the teen population in Boston, there will only be increased need and demand for out-of-school time opportunities for teens. Yet present programming faces a series of formidable challenges.

**The Lack of a Central Hub**
Geographically, Boston is separated into 16 neighborhoods, but culturally, many neighborhoods can be divided street by street. Teens who live in neighborhoods with gangs feel unsafe crossing some of those streets to attend programs. Also, some programs are perceived by teens as being designed for a particular ethnic group, to the exclusion of others. These factors make it difficult for many programs to work together —especially since there is no central hub or resource specifically designed to connect programs with each other or with public schools.

**Retaining Staff and Teens**
While teens clearly emphasize the critical importance of building strong relationships between teens and staff, providers voice apprehension about staff turnover. Providers expressed that teen attrition is in part a symptom of not having enough qualified staff. Teens want responsible and nurturing adults who spend time with them and relate to

them. They seek individualized attention and want adults who can help them grow both intellectually and emotionally.

**Loss of Teen Jobs**

Recent job cuts for teens are destabilizing the situation even further. City programs have been hit hard. In the spring of 2003, the Boston Youth Fund for teen summer jobs was cut by almost 50 percent, from $6 million to $3.3 million. With state and federal governments backing away from their traditional support of teen summer employment programs—and the difficult economic climate limiting teen employment even further—the demand for programs for teens is growing.

**Perceived Disconnect Between Providers and Funders**

Providers of out-of-school time programs also voice an underlying concern that their vision for teen programs may be different from funders' visions. Providers highlighted evaluation metrics and funding cycles as areas where there is a "disconnect" between their programs and expectations of funders. They also feel that funders are more focused on quantity than quality—and that they make an artificial distinction between operating support and funds for specific programs. Providers feel pressure to continually recast their programs in a new light to receive funding.

**Expanding and Enhancing Programs**

Sixty-one percent of the programs that responded to the survey indicated that they had plans to expand their programs in order to meet the growing needs of teens—in aggregate, programs estimated creating 3,450 to 6,550 new slots. At the same time, providers were concerned that their plan to expand was coming at a time of deep cuts in their budgets. Twenty-one percent of providers were unsure about expanding soon, but indicated that they may expand in the future. Most providers see the need for a concerted citywide effort to expand and improve the sector as a whole. They also talk about bringing in more qualified staff and asking funders and other agencies to help develop connections between programs and raise awareness of current offerings.

## *A Case Study: Environmental Youth Development Programs*

Many of Boston's environmental organizations have developed highly successful programs that powerfully link stewardship of natural areas with environmental education and youth development. The Barr Foundation and the Merck Family Fund joined the Partnership's Teen Study Committee, and commissioned additional research about this sector. Twenty environmental programs responded to the survey.

**A Hands-On Approach**

Boston's environmental teen programs focus on leadership training and stewardship through a dynamic, hands-on, service learning approach. These programs tend to be smaller than other out-of-school time offerings. In fact, almost half of environmental programs serve 10 or fewer teens per week. The small and intensive nature of these programs helps to build close, one-on-one relationships with teens. They teach teens to

care about the environment and empower them to make a difference through physical maintenance, community leadership, activism, and educational opportunities.

Although these programs are only present in seven of Boston's neighborhoods, they serve teens from all of Boston's neighborhoods. Annually they serve more than 600 teens—and the demographics of their participants generally reflect the demographic characteristics of Boston's teen population as a whole, although they tend to serve fewer White teens.

**Recognizing Teens' Efforts Through Stipends**

Boston environmental providers are far more likely (67 percent) to offer stipends than other teen providers (at 35 percent), and are less likely to require a fee. Their reasons for doing so are to recognize the efforts of teens, level the playing field for teens who need to earn money, teach teens that social justice work has value, and convey the meaning and expectations of employment.

**Powerfully Demonstrating Effective Practices**

Environmental programs for teens strategically align with the qualities teens say they want and need. They are fun and place-based, and empower teens by teaching organizing skills and offering opportunities for teen leadership and input. They also recognize the critical role that adult-teen relationships play in the programs, and tend to have lower staff-to-teen ratios, recognizing that both teens and the environment require long-term commitments. Finally, these groups engage in "systems thinking," by networking and collaborating with each other and with teens, other community stakeholders, schools, higher education institutions, and other nonprofits. In short, environmental programs provide exciting models for the sector as a whole to study and to emulate.

## *Recommendations*

This report comes at a critical time in the history of Boston's out-of-school time movement. Inspired by a widely-expressed need on the part of educators, providers, funders and others to reach a greater understanding of the demand for teen out-of-school opportunities, the report paints a clear picture of the current and potential landscape of offerings. It was spurred by the knowledge that young people generally are "aging out" of existing after-school programs after the age of 12 while the teen population is growing in Boston, and will continue to grow. Finally, there is more academic pressure on Boston's teens today—perhaps more than at any other time in history—as students face the new requirement of passing the MCAS test in order to graduate. All of this is coming at a time of cuts in public funding for teen programming, especially drastic cuts in teen summer jobs. Resources are tightening rather than expanding.

The following recommendations are a call to action. They embrace the progress that has been made to date, and advocate for incorporating the needs and ideas of teens—and the programs that serve them—into an overall vision that will help Boston's young people to reach their full potential, and become fully contributing and engaged participants in this city's workforce and community. They are informed by existing and fresh research,

spurred by the many providers who are dedicated to serving our young people, and grounded in the voices of Boston's teens themselves.

**Cultivate Increased Demand Among Teens**

One of the first steps toward strengthening out-of-school time programs for teens will be to cultivate increased demand among teens themselves, by learning even more about their needs and interests, and encouraging their active participation in every step of the process of developing specific activities, and designing effective programs.

A great deal is already known about the qualities of successful programs—from inviting teens to help design and run programs to the need for well-trained dynamic staff teens can relate to and admire, to the desire on the part of teens both for fun and help in improving their academic work, learning basic life-skills, and having a space of their own.

Once the demand has been established, there will be a strong foundation for developing a sophisticated marketing plan to reach out to teens and parents. Messages and communications tools should be informed by a deep understanding and appreciation of the diverse and unique needs and interests of teens. And any strategic communications and marketing plan should include both an overarching awareness campaign, stressing the general benefits of out-of-school time activities, as well as messages that are tailored for specific providers. According to feedback from teens and providers, individualized hands-on outreach by a caring adult—and especially a peer—is a uniquely successful recruitment tool.

**Expand the Number and Range of Opportunities for Teens**

In light of economic and budgetary hardships currently facing Boston, it is urgent that new and innovative strategies be pursued to expand and enhance out-of-school time opportunities for teens. Unlike students in elementary and middle schools whose parents usually choose their after-school programs, teens themselves are the consumers of out-of-school time opportunities. They already face a number of choices when it comes to deciding how to spend their free time, and any effort to expand and enhance programming should be grounded in knowledge about—and respect for—the wide variety of interests and needs teens have.

As the sector works to expand offerings for teens in the out-of-school hours, efforts should be made to identify model programs and approaches in Boston and elsewhere that can be expanded and brought to scale without compromising quality. The small and intensive nature of some programs may make it inappropriate to grow these efforts much beyond current levels, but some other program approaches may more readily lend themselves to being scaled up.

The city should encourage and build upon the existing multi-sector partnerships that already are creatively approaching these challenges, and special attention should be paid to engaging those sectors that have not yet participated, emphasizing the many ways in

which their participation can make a meaningful difference both to teens and to the quality of their own experiences.

More can and should be done to foster new creative partnerships, further engaging the business community (future employers of many of Boston's teens), local colleges and universities, and city resources. Businesses can provide more internships and career days, local universities can provide tutors and volunteers, and existing city resources can be leveraged—especially Community Centers, parks, libraries, and other public spaces. Boston's numerous cultural institutions already offer young people opportunities to create and participate in arts and cultural learning experiences, and this sector should be encouraged to do even more. Only by coming together, in partnership, can Boston rise to the challenge of improving and expanding the landscape of out-of-school time programming to meet the diverse needs of all of the City's teens.

**Build the Sector's Capacity**

It is crucial to build the capacity of the out-of-school time sector to support the growing need for out-of-school time programs for Boston's teens. Following are a number of steps that should be taken in order to strengthen the entire sector's capacity to support expanded and improved teen out-of-school time programming.

*Develop a Long-Term Vision for Teen Out-of-School Time Programs*

A uniting and cohesive vision for teen programming should be created—one that recognizes the unique and various needs of teens. Ideally this vision should define what 'success' will look like, and inspire teens, providers, parents, schools, businesses and participants from many other sectors to help realize this vision.

Elements of the vision might include:

- A commonly-accepted definition of the important elements of quality out-of-school time programming, with recognition of the need for broad and diverse program offerings to appeal to the differing needs and interests of Boston's teens;
- Specific, even measurable, goals for the range and number of teens engaged in out-of-school time programs; and
- A definition of the outcomes that Boston hopes to achieve for its teens through these opportunities.

*Create Citywide Standards for All Teen Programs*

Standards should be created for all teen programs. They should detail the characteristics of successful programming, while empowering providers to design their own unique and varied programs. These standards should offer inspiration, guidance, and quality control for teen service agencies. Teens and providers should offer input, and funders should provide insights into the ways in which these standards could dovetail with their grantmaking priorities, and help them to assess quality and success in programming. Environmental Youth Development Programs described on page 15 as well as programs in the arts and a range of other areas provide some promising models for other providers to study.

*Improve the Infrastructure Supporting Teen Providers*
Feedback from providers and other key community groups highlighted the need to enhance the teen out-of-school time infrastructure, and build the capacity of providers so that they can offer quality programs run by skilled staff. Many elements of this infrastructure already are in place or emerging—what is needed is a systemic approach to coordinating services, information and resources. The infrastructure should be nimble and flexible to support the varying and evolving needs of sector providers.

*Facilitate Communication, Coordination and Networking*
The entire sector will benefit tremendously from the creation of a central hub for out-of-school time programs for teens, giving teen providers the opportunity to engage in dialogue with each other, share best practices, combine recruitment efforts, and develop strategic partnerships with each other and with other stakeholders.

*Support a Clearinghouse of Information*
A clearinghouse for teen out-of-school time options will help to direct, monitor, and document the growth of the sector, as well as support marketing efforts.

*Develop Professional Training Grounded in Youth Development Principles*
Teens, providers, and out-of-school time experts all agree that the most critical factor in a teen's decision to participate and remain in a program is the quality of the staff—and so support and training for staff is a high priority, and should be tied to citywide standards. This effort should build on the work of Achieve Boston, a resource that aims to create an infrastructure to support access to high-quality training and professional development for youth workers in Boston. Due to the increasing ethnic diversity of Boston's teen population, training should include cultural sensitivity, and teach providers to work with different populations with different abilities.

*Identify and Expand Financial Resources*
In this era of cutbacks, it will be important to advocate for sustainable financing for providers of teen programs by identifying and accessing sources of public and private support and funding streams, such as multi-year grants, which recognize the time-intensive nature of youth development.

## *Conclusion*

More than any other city in the nation, Boston always has been—and remains—a national, even international, center of innovation. It has a remarkably dynamic business sector, diverse and lively neighborhoods, dozens of colleges and universities, world-renowned teaching hospitals, a uniquely vibrant cultural sector, and numerous other assets that can be applied to solving problems and embracing fresh opportunities. As such, Boston is uniquely equipped to respond to the call to action this report makes and take on the challenge of meeting the needs of the city's teens.

An investment in young people—especially those on the verge of becoming contributing adults—is an investment in the future of our city. Recent studies have shown that Boston is starting to lose too many of its young adults to other cities that are more affordable, and seem to offer more opportunities. In the midst of this climate, this loss of human capital, investing in Boston's young people is not only the right thing to do—it's the smart thing to do. Today's teens are tomorrow's workers, voters, politicians, community leaders and heads of families. If they have lived and been educated and nurtured here, they already have a deep investment in the community.

This report is a blueprint for continuing to build an array of out-of-school time opportunities for teens that are as innovative and strong as so many of Boston's other achievements. It comes at a crucial moment in the development of the sector—a window of opportunity during which an investment of time, attention and resources can make a critical difference in the lives of thousands of Boston's teens—and as a result, to Boston's future. This city's teen population is large, diverse, growing, and facing increasing pressure to earn money, perform academically, and prepare for the demands of adulthood.

Boston has a long history of creating model programs for other cities to follow. In the area of out-of-school time programs for teens, this city can learn from promising city-wide efforts in other metropolitan areas across the country—from Kansas City's standards-setting process to data collection efforts in Springfield, Massachusetts, to Chicago's strong and effective partnership model. In addition, New York City and Chicago have experimented with extended hours of programming for teens on nights and weekends. Boston can benefit from the strengths and experiences of these efforts and others, and then go on to create new models from which other cities can learn.

This call to action on behalf of Boston teens goes out not only to teens, parents and providers, but also to this city's policymakers, funders, entire nonprofit community, civic leaders, businesses, colleges, universities, trade schools and cultural organizations—to all those who have a stake in the future of this city. The city's unique assets and ongoing commitment to innovation provide a strong foundation as we approach this unprecedented moment of challenge and of opportunity.

# I. INTRODUCTION

*"Boston's young people represent the future of the City and its vibrant diversity. It is critical that the public and private sectors work together to provide opportunities for our young people to succeed in school and build the skills they need to participate in civic life—both now and as they transition to adulthood."*
–Mayor Thomas Menino, City of Boston

Close to forty-five thousand young people in Boston are "coming of age"—a phrase that describes a developmental period where teens undergo physical and emotional growth that will shape their adulthood and participation in civic society. Coupled with teens' growth is the independence to decide how and where they will spend their time. Local and national research reveals that significant numbers of teens choose to spend their out-of-school time in largely unsupervised and unstructured ways.

Research also indicates that youth who participate in out-of-school programs are more likely to successfully complete high school, engage in positive relationships with adults and peers, and develop responsible classroom and work habits. Effective practices with youth highlight the value of the youth development approach that builds on young people's personal and social assets, rather than deficit-oriented program approaches. Growing numbers of organizations are embracing this positive youth development approach. As the number of organizations and individuals involved in teen services increases, however, so does the demand and need for structures to support these programs. The teen out-of-school time sector is "coming of age" itself, poised for growth and maturation.

Given that Boston's teens spend 80% of their time out of school, it is important to investigate the role that out-of-school time programs play in serving Boston's teens and preparing them to become better equipped for the future. In order to better understand the current array of out-of-school time opportunities for teens in Boston, and how these opportunities meet the growing demand for youth development activities, the Teen Study Committee of Boston's After-School for All Partnership and The Boston Foundation commissioned Technical Development Corporation (TDC) to prepare this report: "Coming of Age in Boston: Out-of-School Time Opportunities for Teens."

"High school youth need a unique set of out-of-school activities to ensure that they are positively engaged, ready to meet the new academic standards, and prepared for life beyond high school." -S*chools Alone Are Not Enough*, the Report of the Mayor's Task Force on After-School Time, May 2000

This report examines the current landscape and future prospects for out-of-school time youth development programming for Boston's teens. The intent of this research is to support a strategy for investing in and strengthening Boston's teen out-of-school time

sector, and to provide data to support program planning and development among a wide range of stakeholders.

## *A Short History of Boston's Out-of-School Time Movement*

For more than two decades, Boston's civic and nonprofit leadership have worked together to improve and expand out-of-school time opportunities for the city's young people. In the late 1980s and early 1990s, the MOST Initiative (Making the Most of Out-of-School Time)—an initiative of the Wallace-Readers Digest Funds, led by Parents United for Child Care and funded by the Boston Foundation, the City of Boston, and many others—began to assemble an extensive infrastructure for out-of-school programming. In addition, the Medical Foundation's BEST Initiative (Building Exemplary Systems of Training), was created by a diverse group of teen program providers and stakeholders as part of a national project also funded by the Wallace-Readers Digest Funds. The BEST Initiative provided youth worker training that was grounded in a positive youth development approach.[1]

From 1998-2000, the City of Boston's Office of Community Partnerships led an initiative called the Citywide Strategy for Youth Development (CSYD), and created an asset-based approach to youth development. This effort culminated in Boston's Youth Development Framework (for more information on the Youth Development Framework, see page 62).

**Boston's After-School for All Partnership**

The Barr Foundation
The Boston Foundation
City of Boston, Mayor Thomas M. Menino
FleetBoston Asset Management, Trustee of the Balfour Foundation
FleetBoston Financial Foundation
Harvard University
The Hyams Foundation
Liberty Mutual Group
Massachusetts 2020
Nellie Mae Education Foundation
New Profit Inc.
Robert Wood Johnson Foundation
United Way of Massachusetts Bay
Verizon
Yawkey Foundation

Boston's After-School for All Partnership has three important goals:

1. **Expand access.** To expand the availability of quality after-school and summer programs to serve an additional 5,000 low-income children and youth in Boston.
2. **Improve learning.** To help improve the academic achievement and positive development of children and youth by supporting after-school and summer providers in their efforts to integrate high-impact learning activities into their programs.
3. **Sustain financing.** To support efforts to put in place sustainable, significantly increased streams of public revenue to fund a system of quality after-school and summer programs in Boston.

[1] For more information on the BEST Initiative, see page 61.

In 1998, Mayor Thomas M. Menino announced the creation of the 2:00-to-6:00 After-School Initiative to focus on expanding and improving out-of-school time opportunities for Boston's youth. Following recommendations of the Mayor's Task Force on After-School Time, convened by 2:00-to-6:00 in 2000, many of Boston's leading philanthropic, corporate, and educational institutions joined the Mayor to form Boston's After-School for All Partnership.

As a result of these efforts, the out-of-school time field has been significantly advanced. The youth development approach is widely embraced, the number of out-of-school time slots has increased, and a recent parent survey conducted by Boston's After-School for All Partnership revealed that Boston has nearly doubled the number of children involved in after-school programming. Moreover, thanks to significant public education campaigns, more than eight in ten parents believe that after-school programming is critical to their children's academic and social success.[2]

This overall elevation of the out-of-school time sector recently resulted in increased focus on specific facets of out-of-school time programming. For example, Boston's After-School for All Partnership and the Boston Office of Cultural Affairs are exploring the role of cultural organizations in providing youth with constructive out-of-school time activities, and the Partnership's School Sites Initiative is testing the possibilities of increasing participation in school-based after-school programs. The growing attention to teen out-of-school time opportunities that inspired this report is another aspect of this broad sector advancement.

**Boston's After-School for All Partnership**

Launched in 2001, Boston's After-School for All Partnership is the largest public/private partnership devoted to children's issues in Boston's history. Leaders of 15 major philanthropic, educational, business, and government institutions have committed more than $26 million over a five-year period to strengthen and support Boston's after-school sector. The Partnership's goals are to expand, improve, and sustain a wide variety of after-school activities for the children of Boston. Boston's After-School for All Partnership was recently awarded a grant from the Robert Wood Johnson Foundation—Building Boston's After School Enterprise (BASE)—to build on three efforts: to expand access, to build data systems, and to improve the after-school system (for more information on BASE, see page 86).

This report was initiated as an activity of the Partnership's expansion efforts, through which the Partnership seeks to identify significant opportunities to support the healthy growth and development of the out-of-school time sector.

[2] "A Survey of Boston's Parents About Their Children's Out-of-School Hours." Boston's After-School for All Partnership. October 9, 2003. [Online]. URL: http://www.afterschoolforall.org/news/ASFAP%20Parent%20Survey.pps

## *An Emerging Focus on Teenagers*

Consistent with the national trend, the Partnership focused its initial efforts on youth ages five to twelve. While early research identified high demand for this age group, information regarding the demand for teen opportunities was limited.

Two efforts catalyzed the formation of the Teen Study Committee—a subcommittee of the Boston's After-School for All Partnership—in 2002, to study these questions further. First, the Barr Foundation commissioned a report in 2001 entitled, "After-School Programs in Boston: What Young People Think and Want," by Innovation by Design and the Center for Teen Empowerment. This report gave voice to young people's interest in having a range of appealing, quality options available in the out-of-school hours.

Second, representatives from the Partnership attended the national Robert Wood Johnson Foundation After-School Project Annual Conference held in Chicago in November 2001. This meeting included a site visit to After School Matters in Chicago, a teen-focused out-of-school time apprenticeship program in the arts, writing, technology, and sports.[3] Inspired by the public/private partnerships and teen-focused strategy in Chicago, as well as by the unique strengths of Boston's out-of-school time sector, members of the Partnership recognized the need to develop and support a broad approach to identifying what resources were available to teens, as well as the barriers to serving teens more deeply. The Teen Study Committee was formed in order to consider these issues.

**The Teen Study Committee**

The Teen Study Committee is a working group of the Partnership formed specifically to examine out-of-school time opportunities for the City's teens. The Teen Study Committee observed the following factors impacting the teen out-of-school time sector in Boston:

- Youth historically "aging out" of out-of-school time programming after age twelve;
- Population forecasts predicting an increasing teen population in Boston;
- The need for teens to prepare for college and/or a vocation;
- Growing pressure for teens to perform academically, and the new graduation requirement to pass the MCAS test;
- Concerns about the ramifications of negative choices by teens, including street violence, teen pregnancy, and substance abuse; and
- Cuts in public funding for teen programming, particularly drastic cuts to teen summer jobs.

Further, in light of the recent economic downturn and subsequent budget cuts and the lack of an official "home" or champion for the teen out-of-school time sector, the Committee recognized that there is a need not only to improve out-of-school time

[3] For more information on Chicago's After School Matters, see page 80.

opportunities, but also to develop innovative, strategic partnerships that could leverage existing resources to deliver services to teens.

Boston's After-School for All Partnership saw expanded and improved teen out-of-school time programming as a vehicle through which Boston could respond to these factors. However, Committee members needed to attain a greater understanding of the different demands and services in this field. The Teen Study Committee identified the need to gather data and conduct analysis as a critical first step.

## *Methodology*

The Teen Study Committee guided TDC in synthesizing existing knowledge and conducting new research regarding the teen population in order to answer the following questions:

- What are the developmental and demographic characteristics of Boston's teens?
- How do Boston's teens spend their time in the out-of-school hours?
- What is the current landscape of youth development programming in out-of-school time, particularly among community-based non-profit providers?
- What are some "best practices" in out-of-school time programming that respond to these characteristics?
- How should Boston direct and support the growth of the youth development sector in the future?
- What can Boston learn from teens, providers, and the experience of other cities in planning for this future?

In light of existing research conducted in the last two years, the Teen Study Committee particularly wanted to better understand the landscape of Boston's community-based out-of-school time programs for teens. The methodology for this research is summarized below. Please refer to the appendices for additional details, including survey questions, protocols, and interviewee lists.

**Demographic Research**

The research team compiled demographic data on teens living in the City of Boston from the Census 2000, Boston Public Schools, the Boston Redevelopment Authority, and other sources. In total, just under 45,000 teens live in Boston (not including the 18 and 19 year- old college students living in Fenway/Kenmore and Allston/Brighton). The team collected additional data regarding gender, race, ethnicity, language, school neighborhood, and home neighborhood.

**Literature Review**

To avoid duplicating previous efforts, TDC conducted an extensive review of existing studies and papers relevant to teen out-of-school time programming nationally and in

Boston. This effort uncovered a wealth of information that further shaped the primary research agenda.

As a starting point, TDC synthesized the significant information already available on the developmental characteristics of teens and the "best practices" in out-of-school time programming that are responsive to these characteristics. TDC particularly drew from *Promoting Youth Development as a Support to Academic Achievement*, by the National Institute on Out-of-School Time (NIOST) and the Forum for Youth Investment, and *Critical Hours: Afterschool Programs and Educational Success*, supported by the Nellie Mae Education Foundation.[4]

Further, TDC and the Committee reviewed recent data documenting Boston's teens' expressed interests and desires for their out-of-school time, including a 2001 report "After-School Programs in Boston: What Young People Think and Want," by Innovation by Design and the Center for Teen Empowerment and supported by the Barr Foundation, and the *Report of the 2001 Boston Youth Survey*, undertaken by the City of Boston.

The literature review yielded wide-ranging information about how Boston teens spend their out-of-school time. From the *Report of the 2001 Boston Youth Survey*, TDC gleaned information about what activities some Boston teens do most frequently after school. TDC also gathered information on sports participation from Play Across Boston, and employment information from the Boston Private Industry Council.[5]

TDC was not able to identify an existing source of comprehensive data on the current number of teens served by all of Boston's community-based teen out-of-school time providers. Given the available information, and given the Teen Study Committee's mandate to explore prospects for expanded and enhanced youth development programming, TDC and the Committee determined that it would be most productive to devote a significant research effort to an analysis of existing community-based out-of-school time opportunities for teens.

**Provider Survey**

TDC conducted an online survey of Boston's community-based teen out-of-school time providers. In this study, community-based programs are defined as non-profit or public organizations working in community or school-based sites to provide services to teens in the out-of-school hours. Research targeted opportunities that were distinct programs; school sponsored after-school clubs and sports teams were not included. The purpose of the survey was to obtain a more quantitative understanding of the number, location,

[4] This paper is one of the seven research papers supported by Boston After-School for All Partnership's Learning Goal Working Group.

[5] Play Across Boston was a project of the Harvard Prevention Center at the Harvard School of Public Health undertaken in collaboration with Northeastern University's Center for the Study of Sport in Society and a Community Advisory Board. For information on the teen-specific findings from the Play Across Boston report, see page 46. The Private Industry Council (PIC), a business-led partnership of education, labor, community, and government organizations, connects youth with employment opportunities in the city of Boston. For more information on PIC, see page 64.

types, and capacity of community-based programs. In total, 179 programs responded to the survey.

In seeking to contact providers, the research team learned that there is no single comprehensive list of community-based teen out-of-school time providers in Boston, and discovered that the total universe of Boston teen out-of-school time programs is unknown. The research team secured lists of out-of-school time programs from The Boston Foundation, The United Way of Massachusetts Bay, Parents United for Child Care (PUCC), the Boston Centers for Youth & Families, and Boston's After-School for All Partnership.

TDC sent the survey to 400 organizations from these lists, recognizing that many of these organizations might not serve teens, and made multiple requests for responses. After the initial wave of survey responses, the Teen Study Committee examined the lists of outstanding survey recipients and concluded that there were no obvious respondent gaps. Therefore, it is difficult to report a meaningful response rate for the survey. Because the total universe of Boston teen out-of-school time programs is unknown, it is also impossible to make comparisons between the responding sample of 179 programs and the general characteristics of all of Boston's teen out-of-school time program providers.

**Provider and Teen Focus Groups**

A series of focus groups with Boston teen out-of-school time providers and teens followed the survey. The focus groups aimed to supplement the survey's quantitative data with more qualitative information regarding the issues facing providers and how to improve the quality and reach of programming in Boston. Every teen provider surveyed was invited to participate in a focus group discussion, and forty individuals from thirty-eight programs chose to do so.

In addition, one focus group was conducted with twelve disengaged teenagers who were not involved in out-of-school time programs. In this report, "disengaged" teenagers are defined as those youth who are not connected or engaged in school or organized activities. The Teen Study Committee felt that the needs and interests of "engaged" teens were well represented by the 2001 report "After-School Programs in Boston: What Young People Think and Want," by Innovation by Design and the Center for Teen Empowerment.

**Environmental Provider Research**

With the formation of Boston's After-School for All Partnership's Teen Study Committee, Committee members and the Boston Environmental Funders Group (BEFG) saw an opportunity for synergy between efforts to look broadly at out-of-school time opportunities for Boston's teens and efforts to promote increased environmental programming for teens. The Barr Foundation and the Merck Family Fund joined the Teen Study Committee and commissioned additional research to focus on the sector of environmental youth development programming for teens in the out-of-school time hours. In order to better understand this group of providers, the research team undertook three research efforts: a separate environmental-focused online survey based on the

broader survey of community-based teen out-of-school time programs, interviews with nine exemplary environmental "key informants" across the country, and a focus group with Boston environmental providers. The report examines this group of environmental providers as a case study of effective out-of-school time practices in Boston, and reflects on their engagement in the positive youth development approach and several examples of existing partnerships.

**Local and National Interviews**
Finally, in order to learn from experiences beyond Boston, interviews were conducted with experts in teen out-of-school time programming in Boston and other cities, including: Seattle, WA; Los Angeles, CA; San Francisco, CA; Kansas City, KS; Chicago, IL; Detroit, MI; Washington D.C.; New York, NY; and, Springfield, MA.

## *Organization of This Report*

This report is divided into six main sections, with respective appendices.

**Chapter I: What Teens Want and Need**
This chapter explores the positive youth development principles and the developmental characteristics of the teen population, in order to derive a set of effective practices for teen out-of-school time opportunities.

**Chapter II: A Demographic Snapshot of Boston's Teens**
This chapter examines the growing market and demand for teen out-of-school opportunities.

**Chapter III: Is Boston Ready to Respond? The Current Boston Teen Out-of-School Time Landscape**
"The Boston Teen Out-of-School Time Landscape" reflects on the role of Boston's community-based out-of-school time programs in serving teens.

**Chapter IV: Facing the Challenges**
This chapter details some of the challenges facing community-based out-of-school time programs serving teens and how providers are responding to these challenges, and also describes Boston's rich existing assets to support teens and the teen out-of-school time sector, including existing and developing initiatives dedicated to teen out-of-school time opportunities

**Chapter V: A Case Study: Boston's Environmental Teen Youth Development Programs**
This chapter focuses on a group of environmental providers as a case study of effective out-of-school time practices in Boston, and reflects on their engagement in the positive youth development approach, their effective practices with teens, and several existing partnerships.

**Chapter VI: Recommendations**

The final chapter issues a call to action, detailing how to improve the quality and quantity of out-of-school time opportunities for teens in Boston.

# II. WHAT TEENS WANT AND NEED

This chapter explores the positive youth development principles and the developmental characteristics of the teen population in order to derive a set of effective practices for teen out-of-school time opportunities. It begins with a discussion of young people's developmental needs, and how a positive youth development approach responds to the needs of all youth. However, teens have different needs and desires than their younger counterparts. Effective practices with teens, while grounded in a positive youth development framework, address these different needs and desires.

## *Young People's Developmental Needs*

Much recent investigation has been done on the developmental needs of young people. A significant body of this research—including work from the National Research Council (2002), The Search Institute (2000), Child Trends (2000), Northwest Regional Education Laboratory (1991), Community Network for Youth Development (2001), Eccles (1999), and Clark (2002) —concludes that in order to function well during childhood and adolescence, young people need:[6]

- "Support through multiple close relationships
- Empowerment
- Boundaries and expectations
- Constructive use of time
- Commitment to learning, challenging and engaging learning experiences
- Positive values
- Social competencies
- Positive identity
- Physical and emotional safety
- Community involvement
- Meaningful participation, involvement in extracurricular activities
- Participation in religious or spiritual activities
- High expectations for behavior and achievement
- Sense of competence and personal esteem
- Self-awareness, independence, and self-control
- Family connectedness defined as a caring support and a consistent emotional bond"

[6] Hall, Georgia, et al. *Promoting Positive Youth Development as a Support to Academic Achievement*. National Institute on OST Time (NIOST) and Forum for Youth Investment, 2002. 15.

## The Positive Youth Development Approach

The needs described above provide the underpinning for the positive youth development approach to out-of-school time. According to the definition of the National Collaboration for Youth Members (March 1998), youth development is "a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally and physically competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models which focus solely on youth problems."[7]

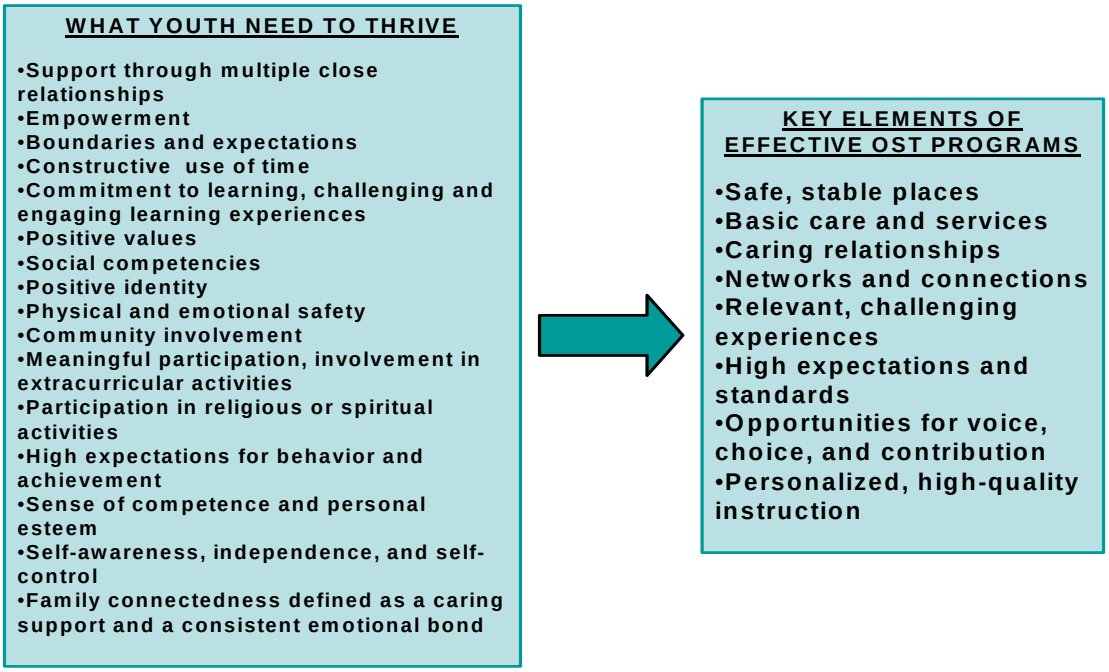
Recent research highlights the value of this youth development approach to building on young people's personal and social assets, rather than deficit-oriented approaches. Increasing numbers of organizations and individuals—both locally and nationally—are embracing this youth development approach as they craft diverse options to appeal to a broad spectrum of teens in the out-of-school hours. Youth opportunities grounded in these positive youth development principles are recognized as being effective, "best" practices.

## Effective Practices in Out-of-School Time Programming

The application of the positive youth development approach to the out-of-school time field has enabled the sector to identify a set of effective practices. The 2002 NIOST report on *Promoting Positive Youth Development* reviewed frameworks from several nationally respected experts, and concluded that a consistent set of key elements of effective out-of-school time programs was endorsed.[8] Below, these elements are aligned with young people's developmental needs.

[7] National Collaboration for Youth Members, March 1998.

[8] *Promoting Positive Youth Development as a Support to Academic Achievement*, 20.




While the broad categories of personal and social needs remain consistent as young people mature and progress through their school years, teens have different cognitive and social abilities than youth in elementary and middle school. Accordingly, a recent body of research has emphasized the need for an evolving approach to effective out-of-school time programming, with age-specific program design that reflects participants' levels of development.[9]

## *Choices and Options*

Teens have different developmental needs than elementary and middle school youth. By the time teens reach high school, they also seek different attributes in out-of-school time opportunities, and face multiple responsibilities and options as they consider how to spend their time. Accordingly, the Boston out-of-school time sector must integrate these differences—and what teens say they want—into its vision for the healthy development of its youth.

"Teens are programmed everywhere they turn. We provide them a place where they can come and hang out." - Boston provider

[9] *Promoting Positive Youth Development as a Support to Academic Achievement,* 34-37.

To better understand the wants and needs of Boston's teens, TDC used two recent, significant studies with Boston teens to guide the research with out-of-school time providers and disengaged teens.

1. *Report of the 2001 Boston Youth Survey*, City of Boston, Boston Centers for Youth & Families: annual survey, obtained the responses of 2,599 teens during the summer of 2001.[10]
2. "After-School Programs in Boston: What Young People Think and Want," Innovation by Design and Center for Teen Empowerment (ID/CTE), August 2001: reached over 300 teens via 20 focus groups.

**Different Choices for Different Teens**

Different groups of teens make different choices about how to spend their out-of-school time. The following information is drawn from the *Report of the 2001 Boston Youth Survey* (23-24) and TDC's research.

- Males are more likely to participate in a team sport or an after-school program than females.
- Younger teens and females are more likely to go home to their parents than older teens.
- Asian and Latino teens are less likely to attend a community-based after-school program.
- Females are more likely than males to work.

What is especially clear from these two studies and TDC's research is that teens confront a wider selection of options from which to choose than younger youth. Furthermore, at the elementary and, to a lesser extent, middle school level, parents play a central role in making decisions as to how time is spent. By the high school years, more parents allow their children more latitude in making these choices. As young people enter their teenage years they have more autonomy and more options during out-of-school time. Most teenagers are not required by their parents to attend out-of-school time programs and instead may spend their time hanging out with friends, playing sports, doing homework, working, or caring for siblings or other relatives.

According to the *Report of the 2001 Boston Youth Survey*, 47% of teens reported most frequently spending their out-of-school time in unstructured and unsupervised ways such as hanging out with friends or going home alone.[11] This finding parallels national research trends that most teens spend some of their time out of school by themselves. Twenty percent of teens indicated they most frequently work at a job after school. Only 10.4% attend a school or community-based out-of-school time program more frequently than engaging in other activities.

[10] The 2001 Boston Youth Survey used the responses of 2,599 teens from the Boston Public Schools summer/transitional programs and other summer jobs programs for its analysis. Because of the limited sources for teen responses in the 2001 survey, one cannot extrapolate the habits of all teens based on this data. It does, however, provide a guideline of how teens involved in summer jobs programs spend their time out of school.

[11] "Report of the 2001 Boston Youth Survey." Boston Centers for Youth & Families, 2002. 22-23.

## *Pressure and Responsibility*

With this new autonomy also comes greater responsibility. A combination of responsibilities weighs on all teens as they decide how to spend their out-of-school time. Teens in Boston Public Schools must pass the MCAS to graduate from high school. Teens interested in pursuing higher education must achieve certain grades and complete the college application process in order to gain acceptance. Those who do not attend college must find a job. Some teens must contribute to family income by working after school. Numerous teens are interested in earning discretionary income and seek employment opportunities. Many teens must care for their siblings or other relatives in need.

**Fun, Learning Opportunities, Accessibility and Supportive Relationships**

> "We have told people before what we wanted, but we haven't seen the changes yet." -Boston teen

Consistent with the different pressures and responsibilities teens face, teens also want different things from out-of-school time programs than younger school-aged children. Because teens have the independence to choose how they spend their time out of school, it is important that their input is solicited and incorporated into the design of teen out-of-school time programs. TDC's focus group with disengaged teens and feedback from the providers on the desires of teens are corroborated by the Innovation by Design/Center for Teen Empowerment and *Report of the 2001 Boston Youth Survey* studies. Fundamentally, teens are interested in spending their out-of-school time in programming that is fun, provides leadership opportunities and skills development, is accessible, and builds supportive relationships with caring adults and their peers.

**Building a Neighborhood Community Center: A Wish List From 12 Boston Teens**

"We want a place where everything is in the same place. Sports, dance, music, all in the same place. And it has to be in our neighborhood."
-Boston teen

When teens were asked how funders should invest in out-of-school time programs, the teens imagined a community center with the following attributes:

- "Youth-run community center"
- "People that work there are from the neighborhood, and after you are in the program, you can get a job there one day."
- "Computers"
- "Pool table"
- "New facilities. Want to help design the center."
- "Dance, step groups"
- "Recording equipment"
- "Help with budget decisions; learn how to manage the money."

*Fun*

Most teens' first priority in an out-of-school time setting is to relax and have fun. According to "After-School Programs in Boston: What Young People Think and Want," the most common response amongst teens to the question of what they want in an after-school program is that it "be fun." However, when asked (in the *2001 Boston Youth Survey*) why they do not attend after-school programs, the most common answer was "nothing interests me." This sentiment was echoed by teens involved in TDC's research as well. One teen, who had attended an after-school program when he was younger, explained: "It was fun until I

got older; there was nothing to do for big kids." For the teens in TDC's focus group, a "fun" program was one with friends and "cool" staff. Other elements of a fun program are: "Things that I am interested in (chilling, movies)"; "Learn something challenging."

Teens face intense pressure from their peers about how they spend their time out of school. For a program to be "fun" or "cool" often requires the endorsement of teens' friends. According to providers, many teens will not come to an out-of-school time program unless it is deemed acceptable by their friends. TDC's research revealed that this scenario is especially true for girls, who often tend to travel with friends to programs. Another factor that makes a program "uncool" and thus dissuades participation is shared space with younger youth.

*Skills Development and Leadership Opportunities*

In TDC's focus groups, providers reported that most teens are aware that a focus solely on having fun and being with one's friends may not serve them well over the longer term. Most teens, regardless of their family or school situation, want to learn skills that will help them in the future. Teens are especially attracted to programs with leadership opportunities. In TDC's focus group, teens that were not currently engaged in out-of-school time programs requested help with math, reading, and job readiness. The opportunity to earn money and build job skills, whether in out-of-school time programs or in a job, is also an incentive for teens.

*Accessible Programs*

Accessibility was described by providers and teens as a very important requirement. Programs located in teens' own neighborhoods, programs that provide transportation (especially in the evening and during the winter season), and programs that are open on a drop-in basis, at least a few days a week, were cited as particularly appealing. In TDC's focus group, when asked how they would tell funders to invest their money, teens responded that they would most like a neighborhood community center that had all of the things that were important to them in one central location. Teens expressed a strong interest in having "teen only" community centers.

*Supportive Relationships*

Perhaps most important to teens is the opportunity to build supportive relationships with caring adults. Teens want staff they can relate to and who make

"Youth assert that (1) their growth and learning are dependent upon the degree to which they are engaged in experiential learning processes, have choices that represent the skills and growth opportunities they seek, and find space in the structure of their time for refuge and relaxation from the stressors they face every day; (2) they require the safety, respect, and trust available only through supportive relationships in order to value their experience in any program; (3) they want a greater degree of voice in a variety of aspects of the programs in which they participate; (4) program infrastructure, including the availability, appropriateness, and condition of facilities and resources, influences the quality of their experiences; and (5) programs must respond to the wide range of needs and obstacles that can keep after school programs from being accessible to the maximum number of young people." -"After School Programs in Boston: What Young People Think and Want" (8)

a program fun, can engage them in relevant and challenging activities, and provide guidance. Teens also indicated that strong and well-trained staff are an essential ingredient in successful programming. One teen from TDC's focus group expressed that for him, a positive relationship with a staff person meant "[Having a] certain person who can help you with everything."

To recast these findings in the language used in "After-School Programs in Boston: What Young People Think and Want," teens desire the following elements in their out-of-school time experience: "growth and learning, supportive relationships, youth voice, infrastructure, and accessibility."[12] Programs that are successful at integrating these elements into their design and implementation are more likely to successfully compete with teens' myriad options for out-of-school time activity.

## *Key Elements of Effective Teen Out-of-School Time Programs*

**KEY ELEMENTS OF EFFECTIVE TEEN OST PROGRAMS**

**•Youth play an increasingly active role in programs**
**•Experienced, dynamic youth workers and adults in leadership positions**
**•Skills development and preparation for major life transitions**
**•Separate space for teens**

The tools are available to envision a set of effective teen out-of-school time practices. Positive youth development principles frame effective out-of-school time program practices for all young people, but also recognize that teens are developmentally different from younger youth. Teens have shared what they want in out-of-school time opportunities, elements that are consistent with youth development principles. Listening to this teen voice helps to conceive of the elements of effective teen out-of-school time programs:

- Teens themselves should be invited to play an increasingly active role in designing and running programs;
- Programs should be run by experienced, dynamic youth workers and adults in leadership positions;
- There should be opportunities for fun, but also for skills development and preparation for major life transitions; and
- Teens should have a "space of their own," separate from younger youth.

These elements will be used as a frame of reference when the current and future prospects for out-of-school time programming for Boston's teens are considered later in this report.

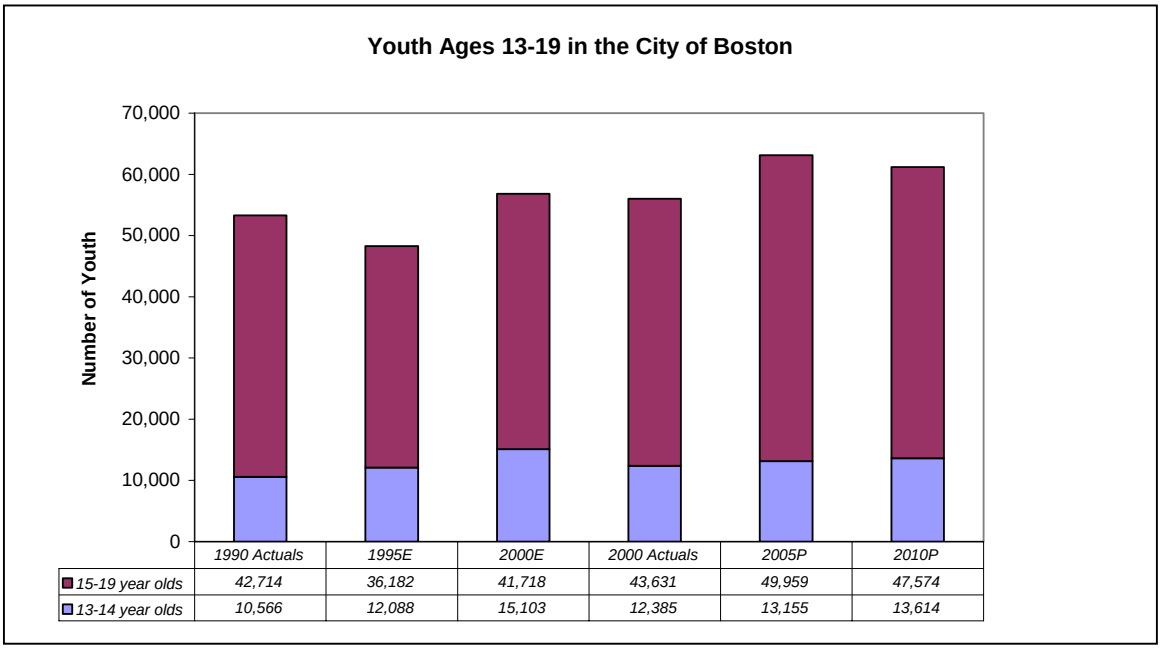
[12] "After-School Programs in Boston: What Young People Think and Want." Center for Teen Empowerment. June 2002. 8.

## III. A DEMOGRAPHIC SNAPSHOT OF BOSTON'S TEENS

Having considered teens' developmental needs and what they desire in out-of-school time programming, the report will now examine the demographics of Boston's teens in order to establish the dimensions of the demand for out-of-school time opportunities in Boston.

### Total Numbers

An initial scan of the Census 2000 and Boston Redevelopment Authority data revealed just over 56,000 youth between the ages of 13 and 19 living in the City of Boston. In recent years, the teen population has grown and will continue to grow. Between 2000 and 2005, a growth of 7,000 teens was projected, and Boston is currently experiencing the impact of this increased demand on services. While Boston is projected to experience a decline in the teen population from 2005 to 2010, the overall growth in the teen population from 2000 to 2010 is expected to be 9.2%.

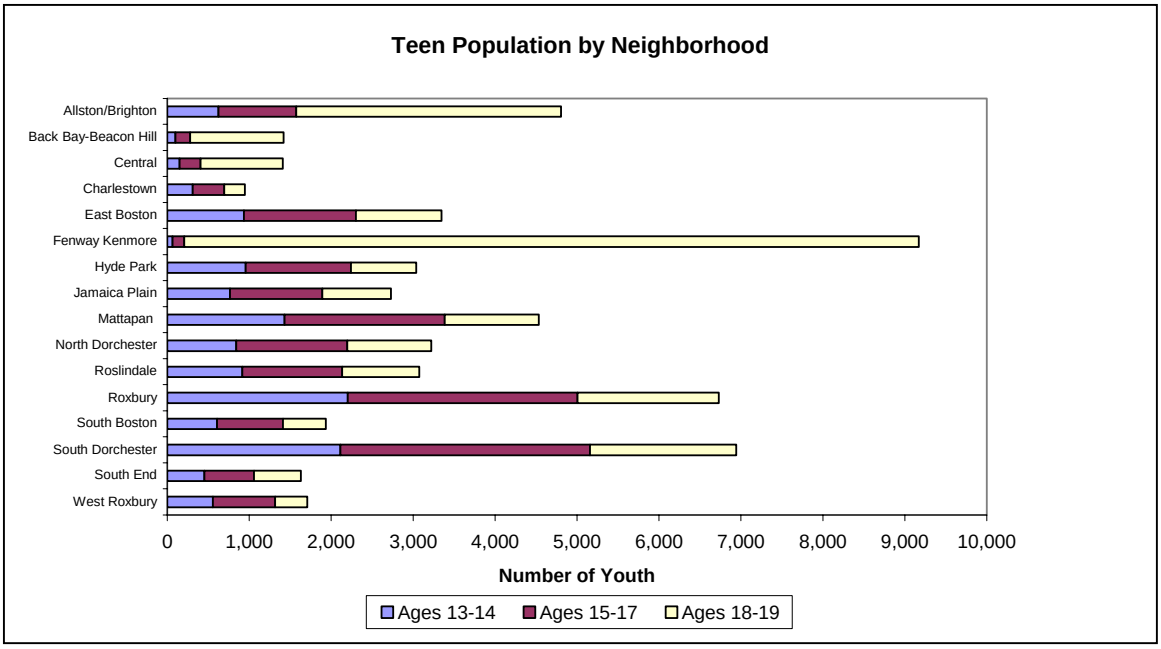



| | 1990 Actuals | 1995E | 2000E | 2000 Actuals | 2005P | 2010P |
|---|---|---|---|---|---|---|
| 15-19 year olds | 42,714 | 36,182 | 41,718 | 43,631 | 49,959 | 47,574 |
| 13-14 year olds | 10,566 | 12,088 | 15,103 | 12,385 | 13,155 | 13,614 |

Source: MISER; Census 1990/2000

Upon closer inspection, it was discovered that a significant number of youth ages 18 and 19 were clustered in the Fenway/Kenmore and Allston/Brighton college neighborhoods, leading the research team to believe that these youth were mostly college students. Given that the study focused on the potential market of teens served by out-of-school time programs, the research team subtracted approximately 12,000 college students from the total teen population, leaving just under 45,000 teens as a base number for the study. Though the team was able to estimate the number of Boston teens who are not college students for the study, more detailed analysis on gender, race, and ethnicity are based on the total population of teens, including the estimated college students. This inclusion

skews the results slightly; an analysis of 18 and 19 year-olds shows a higher percentage of females and whites as compared with the younger age groups.[13]




Source: BRA; Census 2000

## Gender

Fifty-one percent of Boston teens are female and 49% are male. A cross tabulation of gender by age shows that younger youth (ages 13-17) are 48% female and 52% male, while older youth (ages 18-19) are 54% female and 46% male. This increase in the percentage of older female youth can be attributed in part to the local college population.

Table 1: Boston Teens by Gender

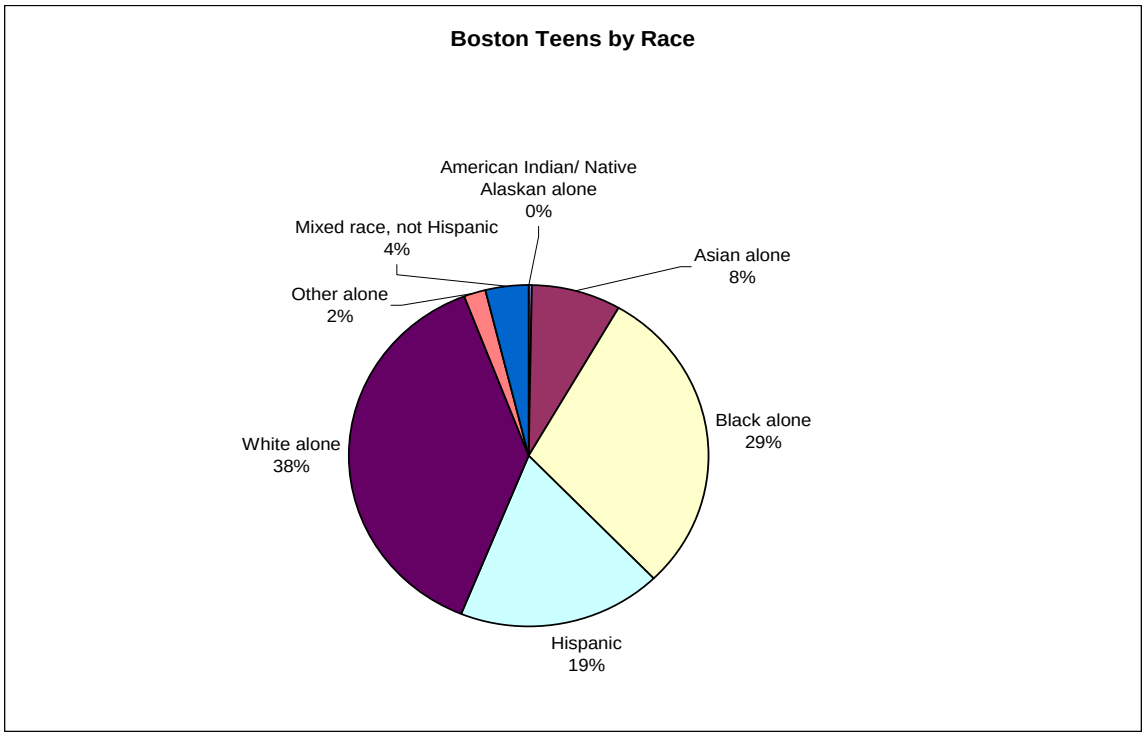
| | Female | Male |
|---|---|---|
| All Boston Teens | 51% | 49% |
| Boston Youth Ages 13-17 | 48% | 52% |
| Boston Youth Ages 18-19 | 54% | 46% |

## Race and Ethnicity

An aggregate look at the race/ethnicity of Boston teens shows a diverse population. A cross tabulation of the age and race/ethnicity of Boston youth shows different levels of diversity in different ages. A larger percentage of youth age 19 are White than other ages;

[13] In the college and university neighborhoods of Allston/Brighton and Fenway/Kenmore, the research team assumed 3,000 and 9,000 18 and 19 year old college students, respectively. These assumptions are based on relatively low populations of younger teens in the neighborhoods and presence of substantial college student communities.

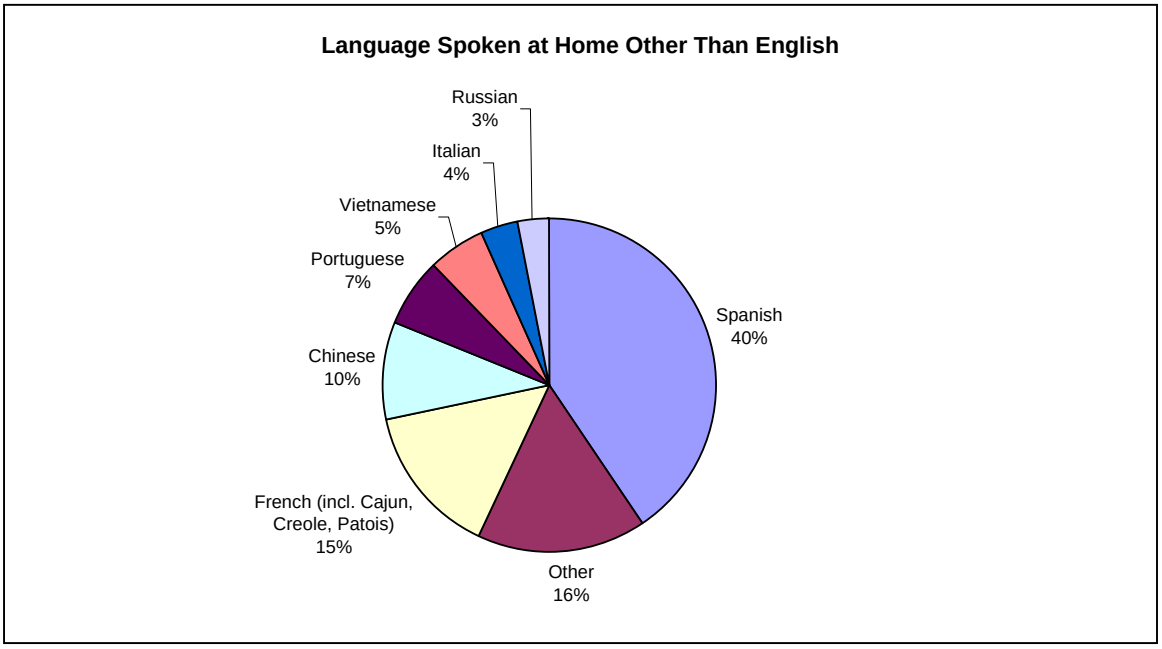
the largest group of 13 year olds is Black alone. The greater numbers of White 19 year-olds is due in part on college students, who are White in larger proportions than Boston's overall teen population.




Source: Census 2000

## Language

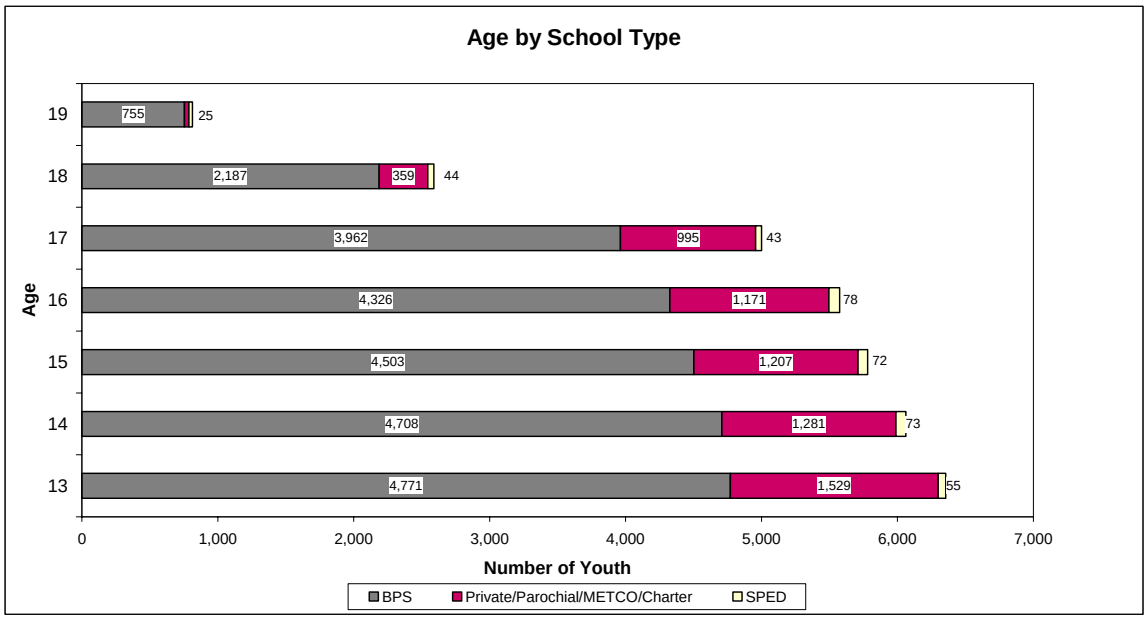
In order to understand the linguistic backgrounds of the Boston teen population, the research team looked at language data for all Boston residents (this data was not available for teens only). Of the 31% of Boston residents who spoke a language other than English at home, the largest group speaks Spanish.




Source: Census 2000

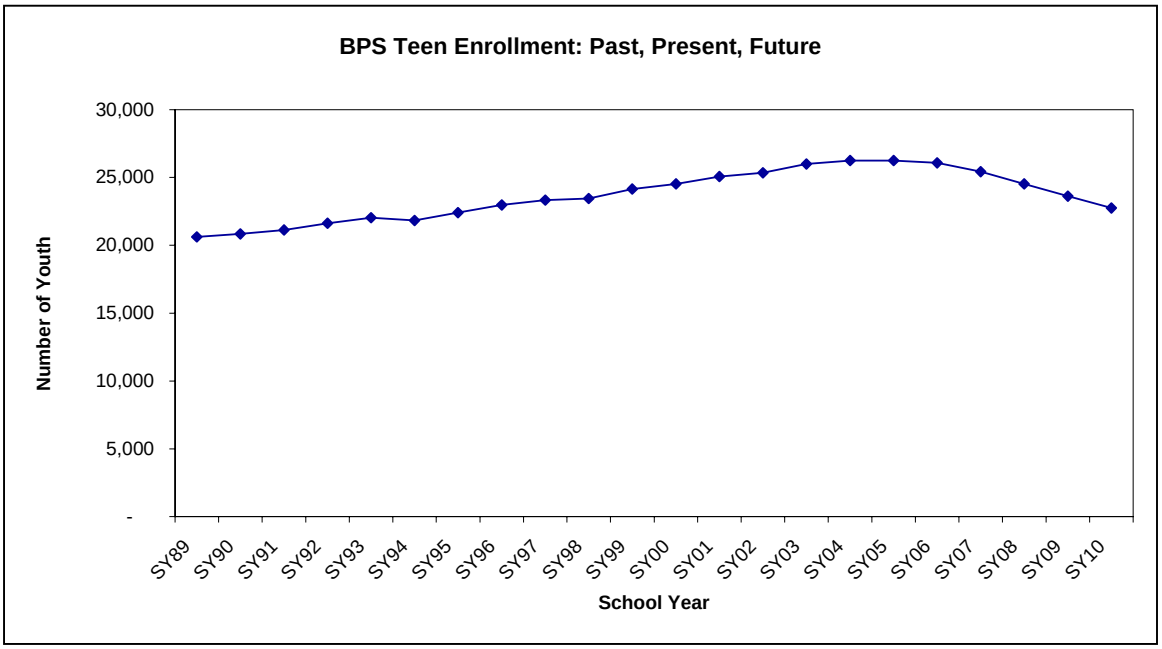
## School Enrollment

The charts below depict the enrollment of Boston's teens in public, private, parochial, or other schools. Historically, BPS enrollment has risen over the past decade, but is projected to plateau at 2003 levels through 2006 before dropping yearly until 2010. Boston high-school drop-out rates have declined slightly since 1999-2000. In the 1999-2000 school year, the drop-out rates for ninth graders and twelfth graders were 9.7% and 8.4% respectively; in 2000-2001 the drop-out rates for ninth graders and twelfth graders were 8.5% and 8.2% respectively.[14]




Source: BPS 2001

[14] "Attendance, dropout and expulsion rates by level." *Boston Indicator's Report 2002.* The Boston Foundation. [Online]. URL: http://www.tbf.org/indicators/education/indicators.asp?id=521#




Source: BPS 2001

## Summary

The teen population in Boston is large, ethnically diverse, and growing. The data reveals just over 45,000 youth aged 13-19 living in the City of Boston, not including an estimated 12,000 college students.

This data presents compelling evidence of the need for expanded teen out-of-school time opportunities. As the number of teens in Boston continues to grow, so will the demand for opportunities for teens to engage in programming and activities that promote their positive development and to approach this need creatively and systemically. Furthermore, in light of the statistic that 31% of Boston's residents speak a language other than English at home, there is also a need to support a diverse set of programs and activities that are culturally competent and staffed with experienced, well-trained adults.

The next chapter, "Is Boston Ready to Respond? The Current Boston Teen Out-of-School Time Landscape," explores how community-based out-of-school time programs are currently serving this market.

# IV. IS BOSTON READY TO RESPOND? THE CURRENT BOSTON TEEN OUT-OF-SCHOOL TIME LANDSCAPE

One of the questions raised by the Teen Study Committee was how Boston's teens currently spend their time in the out-of-school hours. Upon reviewing the existing research, the Teen Study Committee realized that work had already been done on several facets of teen out-of-school time through the Boston Youth Survey and Play Across Boston.

However, TDC and the Teen Study Committee were not able to identify a comprehensive existing source of data on the current and potential capacity of community-based teen out-of-school time providers. Given the available information, and given the Teen Study Committee's mandate to explore the prospect for expanded and enhanced youth development programming, TDC and the Committee determined that it would be productive to analyze existing community-based out-of-school time opportunities for teens. TDC embarked on this analysis recognizing that these organizations represent just one option for teens during their out-of-school time. Two prongs of research were undertaken: an on-line survey of community-based providers, followed by seven focus groups with providers.

This chapter first reflects on how many of Boston's teens are choosing to spend their time out of school, and then examines the characteristics of the providers that responded to the survey.

**Play Across Boston: The Role Of Sports Activities in Teen Out-of-School Time**

In December 2002, Play Across Boston released a comprehensive study of sports and physical activity opportunities for Boston youth (ages 5-18). Through a census of 235 out-of-school time programs in city of Boston, including community and school-based programs, and a community assessment of 230 public parks, facilities, and playgrounds, Play Across Boston documented the landscape of available Boston resources. Based on this data, the study estimated the participation of youth in sports and physical activities. The following estimates from the Play Across Boston study help to better understand how Boston teens spend their time out of school and the particular challenges facing teens living in the city:

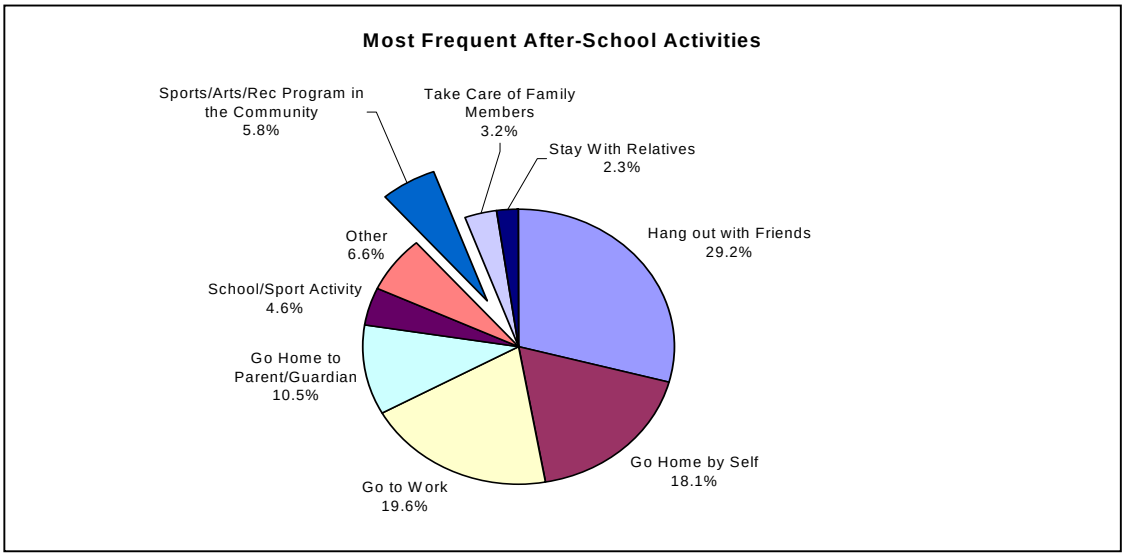
- Boston females participate in sports and physical activity programs at roughly half the rate as males.
- Of the 28,977 teens (ages 15-18) in Boston, there were 26,800 participants in sports activities. Based on the assumption that youth will often participate in more than one activity, Play Across Boston estimated that 49% of Boston teens participate in sports and physical activity programs.
- Youth age 15-18 participate more frequently in sports activities than other age groups; this age group had the highest number of participation days in a school year and the second highest in the summer.
- In comparison with youth from outside of Boston, youth in outlying communities tend to participate in physical activity and school teams at a higher ratio.
- The number of school year participants increases as income increases.

Play Across Boston is a project of the Harvard Prevention Center at the Harvard School of Public Health undertaken in collaboration with Northeastern University's Center for the Study of Sport in Society and a Community Advisory Board. For additional information, contact the Harvard Prevention Research Center and the Harvard School of Public Health, www.hsph.harvard.edu/prc.

## *Cause for Concern*

Community-based out-of-school time programs compete with numerous forces for teens' attention and time—from jobs and homework to family responsibilities to hanging out with friends. The results of the 2001 Boston Youth Survey show that teens most frequently hang out with friends (29.2%), go to work (19.6%), go home alone (18.1%), go home to a parent or guardian (10.5%), or attend a school or community-based out-of-school time program (10.4%). The survey explicitly asked youth what they spend most of their time doing after school. [15]

[15] *Report of the 2001 Boston Youth Survey*, 23.




Source: *Report of the 2001 Boston Youth Survey*

Teens are often involved in a number of these activities, and different teens spend their time in different ways. The actual teen out-of-school experience may include multiple responsibilities and activities almost every day of the week.

While many teens are spending their free time in constructive ways, local and national research reveals that significant numbers of teens frequently are unsupervised when they are out of school, too often a recipe for trouble.[16]

## Juvenile Crime

Research indicates that juvenile crime peaks immediately after school. The chart below depicts Boston youth violent crime by hour from October 2002 to October 2003.

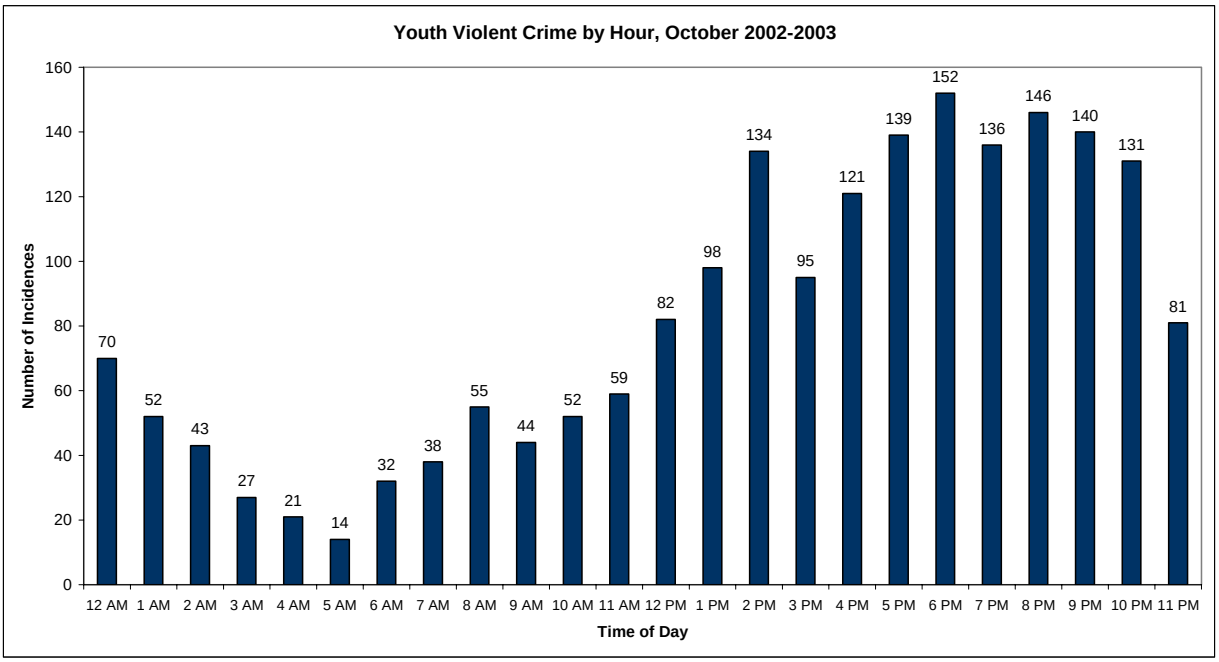
**Mona's Weekly Out-of-School Schedule**

Every day, multiple responsibilities and pressures compete for teens' time. The following is a fictional schedule of a Boston teen. As a junior in high school, preparing for the MCAS and starting to think about college, Mona's week is packed with activities before she even begins her homework.

| **Monday** | **Tuesday** |
|---|---|
| MCAS tutoring program<br>Homework | Basketball practice<br>Homework |
| **Wednesday** | **Thursday** |
| MCAS tutoring program<br>Homework | Basketball practice<br>Homework |
| **Friday** | **Saturday** |
| Job<br>Hang out with friends | Basketball tournament<br>Job<br>Homework |

**Sunday**
Homework
Hang out with friends

[16] Miller, Beth M., Ph.D. Critical Hours: Afterschool Programs and Educational Success. Nellie Mae Education Foundation, 2003. 34. As youth grow older, they are increasingly likely to spend some time caring for themselves. *Report of the 2001 Boston Youth Survey*, 22. The Boston Youth Survey used the responses of 2,599 teens from the Boston Public Schools summer/transitional programs and other summer jobs programs for its analysis.



Source: Boston Police Department Office of Research and Evaluation

From October 2002 to October 2003, 60.9% of youth violent crimes in Boston occurred from 2-10pm, with a 36.7% increase from 1-2 pm, just as young people are leaving school for the day.[17]

## *Positive Alternatives*

Unstructured and unsupervised time must have a positive alternative. The scope of this chapter is to look specifically at one constructive option for out-of-school time opportunities—community-based out-of-school time programs. Thousands of teens already participate in these programs when out of school, and the programs demonstrate potential to expand and serve greater numbers of youth. In this study, community-based programs are defined as non-profit or public organizations working in community or school-based sites to provide services to teens in the out-of-school hours. Research targeted opportunities that were distinct programs; school sponsored after-school clubs and sports opportunities were not included.

### **How Many Teens Are Served by Existing Programs?**

[17] Youth Violent Crime by Hour, 10/1/2002-10/1/2003. Boston Police Department Office of Research and Evaluation. Count includes crimes in which at least one victim or offender is 18 or younger. Records with missing ages or times of occurrence are excluded. Crimes included are: Homicides, Sexual Assaults, Robberies, and Aggravated Assaults.

TDC received survey responses from 179 out-of-school time programs with different foci and approaches to teen programming. The 179 responding programs reported serving 5,600-9,900 teens on a weekly basis. Annually, the programs serve over 37,000 participants, though this number includes duplication as some teens may participate in multiple different out-of-school time programs at different times of the year.[18] If the estimated maximum of 9,900 participants is assumed, *at most* 22% of Boston's teens participate in the responding community-based programs on a weekly basis.[19]

These numbers provide important baseline information as one considers future challenges in increasing participation, tracking participant demographics and outcomes, and determining how community-based programs contribute to the teen out-of-school time sector. Although these programs might not be a teen's only, or even most-frequented, out-of-school activity, they represent a crucial part of how thousands of teens find academic, cultural, athletic, and leadership opportunities when not in school.

**What is the Focus of These Programs?**

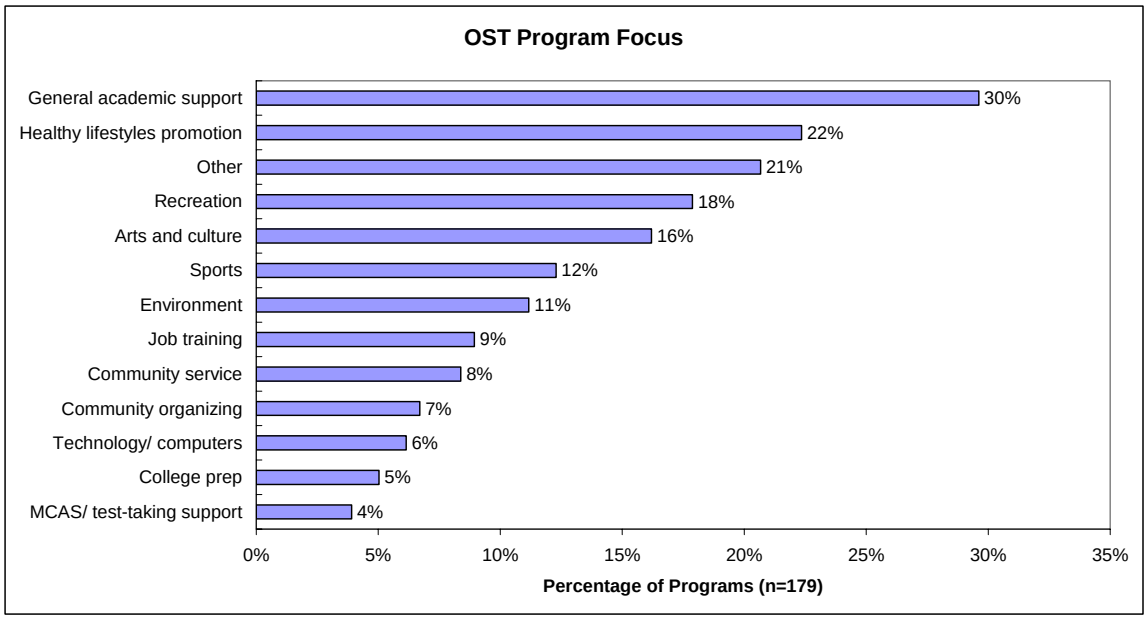
The 179 programs that responded to TDC's survey represent a wide variety of foci.[20] The largest group of programs (30%) identified themselves as general academic support programs.[21] Healthy lifestyles promotion, which includes substance abuse prevention, life skills, and mental health programs, also represented a significant percentage of respondents (22%). Of the respondents who self-selected into the Other category (21%), many identified themselves as youth leadership, education, or career development programs. A separate survey was also conducted on programs with an environmental focus (11%). The next chapter provides an in-depth examination of this subset; relevant comparisons to this subset are also made throughout this chapter.

[18] Providers were asked two questions about total population served. First, providers were asked to select from ten options the range of teens they serve on a weekly basis; the options ranged from 1-10 to 200+. Researchers then calculated the minimum and maximum number of teens served per week, based on these responses. Second, providers were asked to enter the number of teens the program serves annually. Both numbers may include duplication as some teens may participate in more than one program per week and at different times during the year.

[19] The discrepancy between this estimate, and *Report of the 2001 Boston Youth Survey's* finding that 5.8% of teens most frequently spend their time after school at a community program can be attributed to two primary factors. First, the population of providers presumably serves a teenage population that is more diverse than the Boston Youth Survey respondents, which surveyed teens from the Boston Public Schools summer/transitional programs and other summer jobs programs for its analysis. Secondly, TDC's question about number of teens served was different from the Boston Youth Survey's. TDC asked providers how many teens they serve on a weekly basis, not how their teens *most frequently* spend their time.

[20] Providers were asked to select the two foci that best encompassed their programming, if applicable (i.e., focus A, focus B). For the purposes of analysis, responses were grouped together to determine the foci most frequently employed.

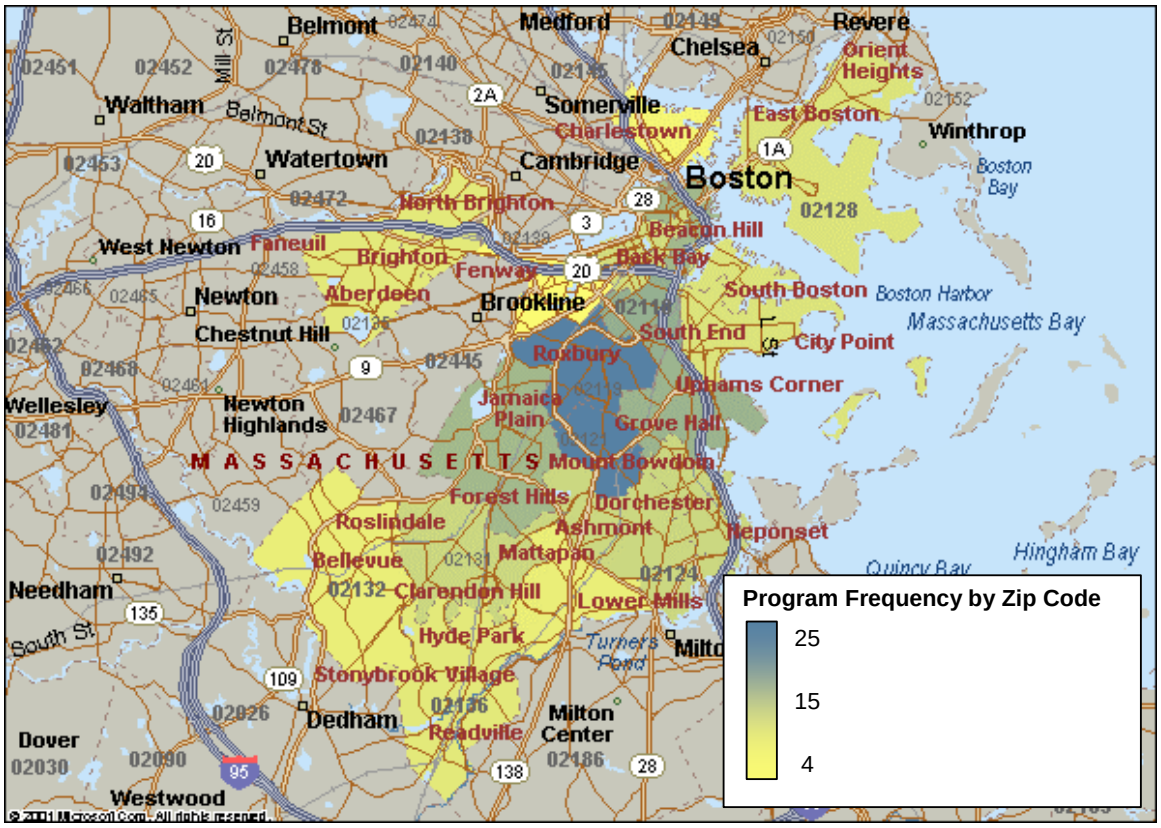
[21] Providers were also given the option of selecting "MCAS/test-taking support" as the program focus. While general academic support programs may include MCAS preparation, the "MCAS/test-taking support" programs are programs that specifically focus on the exam and MCAS skills.

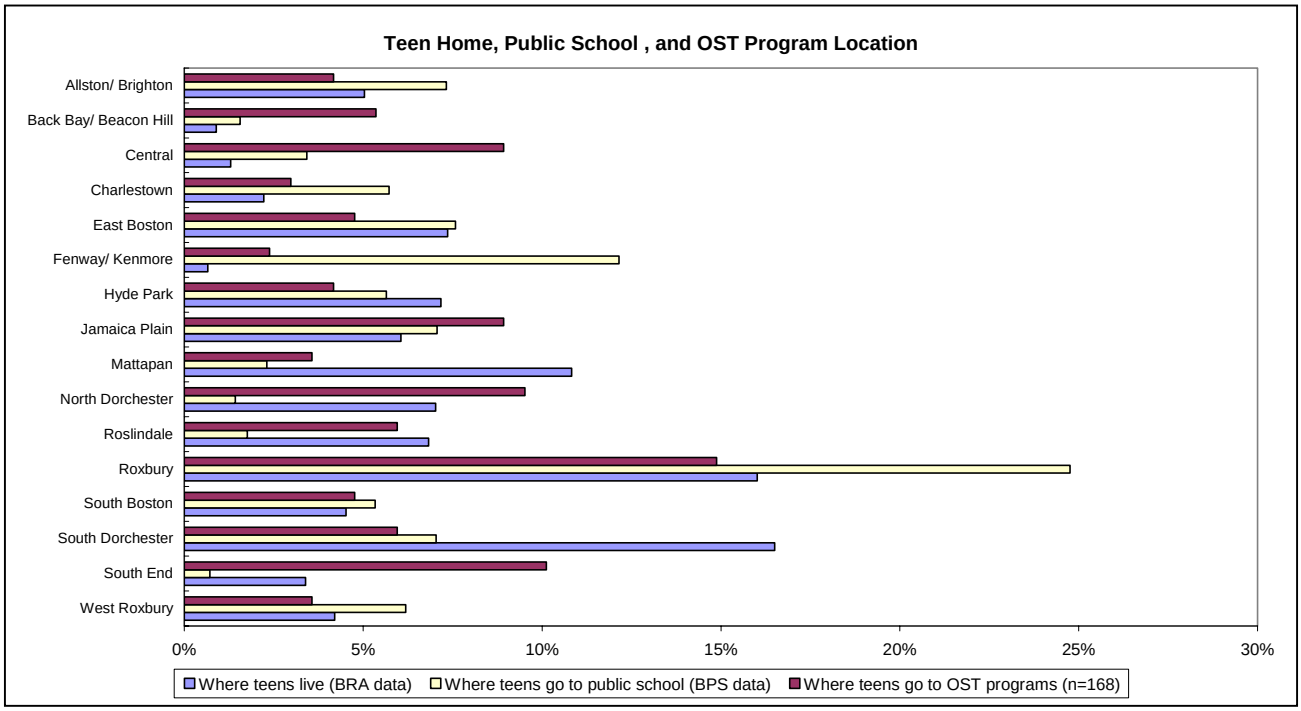



## Where Are the Programs Located?

Every neighborhood of Boston has programs that serve teens, although some, such as Roxbury and the South End, have more than others, like the Fenway/Kenmore and Charlestown neighborhoods. Given the growth projections for the teen population, all neighborhoods will continue to face an increasing demand, especially since accessibility is one of the requirements teens have for their out-of-school time programming.

The map below illustrates the frequency of programs in each Boston neighborhood. The neighborhoods of highest program density are Roxbury, South End, North Dorchester, Jamaica Plain, and Central.

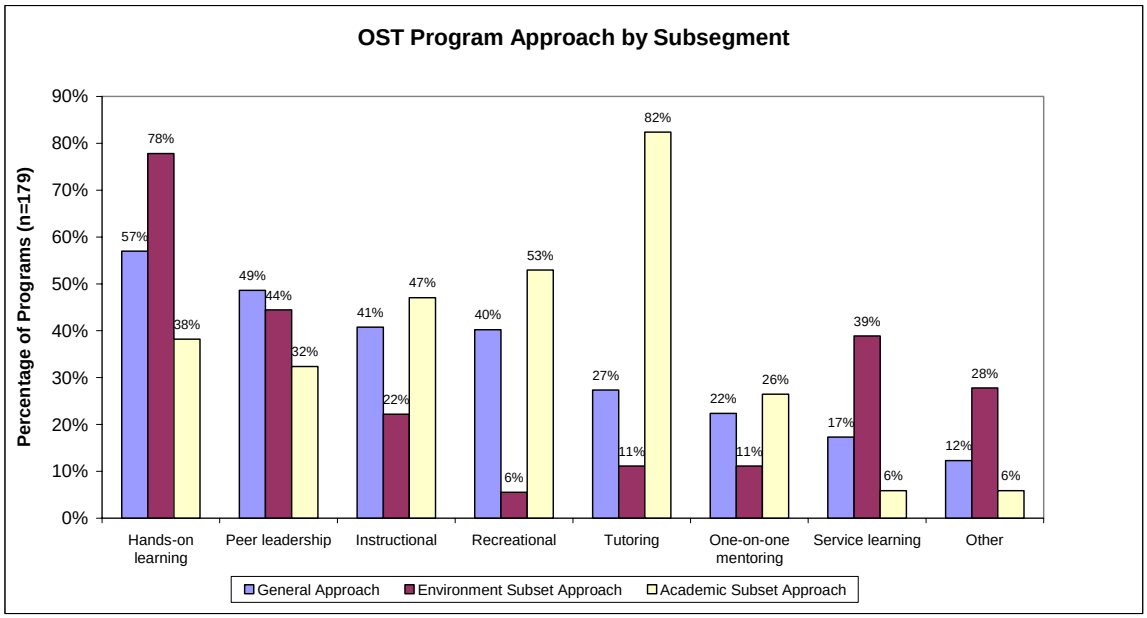

Belmont
Medford
Revere
Chelsea
Orient Heights
Waltham
Somerville
East Boston
Charlestown
Winthrop
Watertown
Cambridge
Boston
Boston Bay
North Brighton
Beacon Hill
West Newton
Faneuil
Brighton
Fenway
Back Bay
Newton
Aberdeen
Brookline
South Boston
Boston Harbor
Massachusetts Bay
Chestnut Hill
South End
City Point
Roxbury
Upharms Corner
Wellesley
Newton Highlands
Jamaica Plain
Grove Hall
M A S S A C H U S E T T S
Mount Bowdoin
Forest Hills
Dorchester
Roslindale
Ashmont
Neponset
Hingham Bay
Bellevue
Mattapan
Needham
Clarendon Hill
Lower Mills
Hyde Park
Turners Pond
Stonybrook Village
Dedham
Milton
Readville
Milton Center
Dover
Westwood
Program Frequency by Zip Code
25
15
4


Teen Home, Public School , and OST Program Location
Allston/ Brighton
Back Bay/ Beacon Hill
Central
Charlestown
East Boston
Fenway/ Kenmore
Hyde Park
Jamaica Plain
Mattapan
North Dorchester
Roslindale
Roxbury
South Boston
South Dorchester
South End
West Roxbury
0%
5%
10%
15%
20%
25%
30%
Where teens live (BRA data)
Where teens go to public school (BPS data)
Where teens go to OST programs (n=168)

The chart above compares the location of teen programs with where teens live and attend school. Although most Boston neighborhoods reflect the expected distribution of teen out-of-school time programs based on population need, a number of neighborhoods—including Back Bay/Beacon Hill, Central, and South End—have a higher number of teen out-of-school time programs.

## What Approaches Do the Programs Take?

Survey respondents were asked to indicate the type of approach or method they use to interact with teens.[22] The approach varied depending on the focus of the program. Overall, most programs used a hands-on approach (i.e., experiential, activities-based) (57%) and/or peer leadership (49%), though academic programs tended to use a tutoring or instructional approach with teens. In comparison with other types of programs, environmental programs were the greatest proponents of a service learning approach. In addition, one quarter of the programs identified themselves as drop-in programs while the remainder had regularly scheduled programming.




[22] Providers were asked to select the three approaches that best encompassed their methodology, if applicable (i.e., approach A, approach B, approach C). For the purposes of analysis, responses were grouped together to determine the approaches most frequently employed.

## Which Programs Use Fees and Stipends?

Overall, approximately one third of the programs charge a fee for participation, and a similar number pay participants a stipend. Relatively more academic programs charged participants a fee and more environmental programs paid participants a stipend.

Table 2: Comparison of Fees and Stipends

| | Charge a Fee | Pay a Stipend |
|---|---|---|
| All Programs | 31% | 35% |
| Academic Subset | 47% | 19% |
| Environmental Subset | 6% | 67% |

## Who Are the Teens Being Served?

Providers were asked how many teens their programs serve each week and annually. The 179 responding programs reported serving 5,600-9,900 teens on a weekly basis. Annually, the programs serve over 37,000 participants, though this number includes duplication as some teens may participate in multiple different out-of-school time programs at different times of the year.[23] The demographic profile of participating teens is different than the demographic profile of the general teen population in Boston; relatively more males than females participate in community-based programs, and, relatively more Black teens and relatively fewer White teens participate in out-of-school time programs. More than half of the teens participating in environmental-related out-of-school time programs are female.

Table 3: Comparison of Teen Profiles

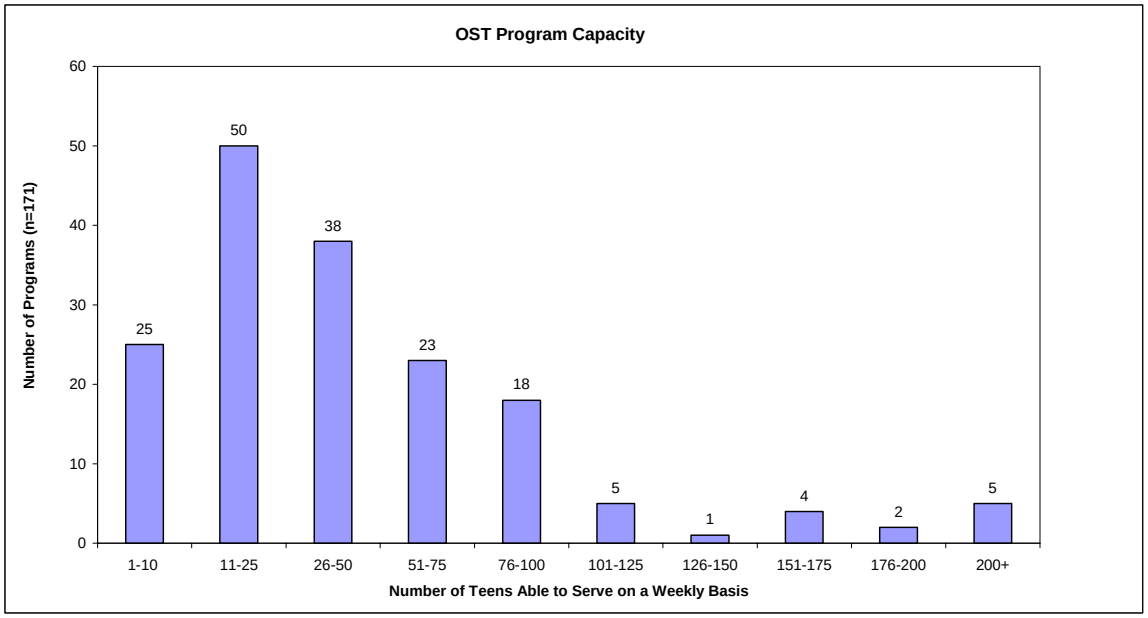
| | All Boston Teens | Teens in Responding Out-of-School Time Programs |
|---|---|---|
| Female | 51% | 39% |
| Asian | 8% | 7% |
| Black or African American | 29% | 42% |
| Hispanic or Latino | 29% | 30% |
| White | 38% | 16% |
| Mixed Race or Other Race | 4% | 8% |

[23] Providers were asked two questions about total population served. First, providers were asked to select from ten options the range of teens they serve on a weekly basis, from 1-10 to 200+. Researchers then calculated the minimum and maximum number of teens served per week, based on these responses. Second, providers were asked to enter the number of teens the program serves annually. Both numbers may include duplication as some teens may participate in more than one program per week and at different times during the year.

## What Are the Programs' Capacity and Enrollment?

Responding out-of-school time programs varied in size—a measurement based on the number of teens the program is able to serve per week—from the very smallest, able to serve under 10 teens per week, to very large programs able to serve more than 200 teens in a week.

When comparing capacity—or the number of teens programs are able to serve—with programs' actual enrollment, the survey found that 105 of the 179 programs (or 59%) report operating at 100% capacity. Thirty-two percent of the programs report being under-enrolled and the majority of these were smaller programs serving less than 25 teens. After reviewing this finding, the research team hypothesized that there was potential to grow the sector by filling these gaps. However, further discussion with "under capacity" providers in focus groups revealed that this apparent under-enrollment is the result of a lack of consistent or rigorous tracking of participation, rather than a lack of demand. This points to the need to track participation in a more consistent and rigorous way in the future in order to better understand enrollment trends in the sector. Only a handful of programs report that they are operating above capacity, and these were primarily drop-in programs.



## *Boston's Teen Out-of-School Time Providers Espouse Effective Practices*

Focus group discussion and survey responses referred to many of the same ideals captured in youth development best practices that were described earlier in this report. The following table aligns key elements of effective teen out-of-school time programs, described in Chapter II, "What Teens Want and Need," and quotes from Boston out-of-school time providers.

| KEY ELEMENTS OF EFFECTIVE AFTER-SCHOOL PROGRAMS | BOSTON PROVIDER QUOTES |
|---|---|
| **Safe, stable places** | "We don't build huge spaces anymore, but intimate, family spaces. Our teens are always crammed into the staff offices or in the kitchen making snacks." |
| **Basic care and services** | "…Provide some basic, fundamental values, resources, information that is truthful. A place that is appealing, safe and fun. A place where a smile, a cup of hot cocoa or popcorn and a fun movie with friends is there for them. A place that is home away from home." |
| **Caring relationships** | "[Teens want] responsible and nurturing adults who spend time with them, and do things with them. Teens like that kind of attention. Of course, they have to be adults who know how to work with teens." |
| **Relevant, challenging experiences** | "The goal of the [program] is to provide quality educational experiences that are also fun. Through our experiences students can become stewards for the City of Boston's green spaces." |
| **Networks and connections** | "Healthy adult-youth relationships are central. Listening to and dialoguing with teens on an ongoing basis in crucial." |
| **High expectations and standards** | "Please invest in programming with high standards and practical evaluation skills, that provides concrete expectations supported by energetic leaders." |
| **Opportunities for voice, choice and contribution** | "Support opportunities for youth to not only learn about the issues, but to take action and to organize other youth to take action as well." |
| **Personalized, high-quality instruction** | "The [teens] love the individualized attention that they get—they are really looking to work with someone who can help them grow intellectually and emotionally." |
| **Separate space for teens** | "Another issue is space. I really think that for many teens, having a space to take ownership of is an extremely important element of successful programming. In some programs, this takes the form of a teen center they can call their own—for kids with chaotic home environments, this 'safe space' is a vital incentive." |

**What is the Perceived Value of These Programs?**

In TDC's focus groups, providers shared an effective practice for improving teen retention: some programs may require teens to clear a hurdle or make a sacrifice in order to participate. For example, many of these programs required teens to apply or tryout for the program. Through this process, expectations for participation are set, and both the teens and the program providers are able to determine whether the program is a good match for an individual. Also, the perception that teens had "been accepted" or "made it" into a program – despite the fact that most applicants were accepted – increased the value of the program to both teens and their parents, according to providers. In a few instances, simply charging a fee pressed teens and parents to decide whether they could commit to the program.

**The Role Of Drop-In Programs**

"…Teens aren't interested in the types of programming that funders want. Funders want to cut our drop-in programs when that is what brings teens to our programs and keeps them here."
-Boston provider

Program providers, especially those that work with disengaged teens, stressed the importance of drop-in programs within the landscape of teen after-school programs. Providers expressed that drop-in programs are not adequately valued for their role in engaging teens, especially those that are least likely to participate in after-school programs. In fact, a majority of teens involved in our research (teens who were not engaged in after-school programs) preferred drop-in to structured programs. And, survey results revealed that drop-in programs were more likely to be overcapacity, or in higher demand, than regular programs. According to providers, drop-in programs are especially important because they:

- Provide a safe space for over-programmed and disengaged teens to relax and socialize.
- Are uniquely successful at reaching disengaged youth due to their informal structure.
- Model positive behavior and life skills (through staff) in a natural setting.
- Function as gateway programs to other types of more structured programming.

## *Summary*

Community-based programs are one of many ways in which Boston teens spend their time when out-of-school. The 179 responding programs reported serving 5,600-9,900 teens on a weekly basis. Annually, the programs serve over 37,000 participants, though this number includes duplication as some teens may participate in multiple different out-of-school time programs at different times of the year.[24] If the estimated weekly maximum of 9,900 participants is assumed, at most 22% of Boston's teens participate in the responding community-based programs on a weekly basis.

[24] Providers were asked two questions about total population served. First, providers were asked to select from ten options the range of teens they serve on a weekly basis, from 1-10 to 200+. Researchers then calculated the minimum and maximum number of teens served per week, based on these responses. Second, providers were asked to enter the number of teens the program serves annually. Both numbers may include duplication as some teens may participate in more than one program per week and at different times during the year.

# V. FACING THE CHALLENGES

With the continued growth of the teen population in Boston, there will be only increased need and demand for out-of-school time opportunities for teens. Yet present programming faces a series of formidable challenges. Drawing from TDC's provider survey and focus groups, this chapter first details some of the challenges facing community-based out-of-school time programs serving teens, and then examines how some providers propose to overcome these challenges. The chapter continues by outlining some of Boston's rich existing assets to support teens and the teen out-of-school time sector, including existing and developing initiatives dedicated to teen out-of-school time opportunities.

**Fragmented Market**

Geographically, the City of Boston is separated into 16 neighborhoods, but culturally, many neighborhoods can be divided street by street. Teens who live in neighborhoods with gangs may feel unsafe crossing some streets or territories to attend programs. Also, some programs are perceived by teens as being designed for a particular ethnic group, to the exclusion of others. Providers report that to ensure consistent, long-term participation of teens, out-of-school time programs must be located in accessible and safe places.

**The Lack of a Central Hub**

This fragmented market and geography also makes it difficult for out-of-school time programs to work together. Few providers felt that they knew who else was providing complementary programs in their area. Many complained of the lack of a central hub or resource to connect programs with each other, and especially to connect programs with the public schools. Only the arts and cultural program providers and the environmental program providers—groups that focus on a particular issue or activity—seemed to be well networked with each other.

**Retaining Staff and Teens**

In TDC's research, providers and teens report that quality staff is at the core of quality programming. Teens want responsible and nurturing adults who spend time with them, and relate to them. They seek individualized attention, and want adults who can help them grow both intellectually and emotionally. Working with teens requires different skills from working with school-age youth, especially in facilitating teen leadership within programs. In addition, staff must plan activities that look and feel different than school activities. Many program providers voiced apprehension about staff turnover and its effects on teens' long-term participation. Providers expressed that teen attrition is in part a symptom of not having enough qualified staff.

These findings from TDC's research are corroborated by the Center for Teen Empowerment's report "After-School Programs in Boston: What Young People Think and Want," which articulated that the relationship between a teen and a staff person is of

crucial importance to the teens' satisfaction and ability to engage in the program.[25] In order to provide teens with quality, consistent opportunities, staff retention and training must be a priority.

**Loss of Teen Jobs**

Recent job cuts for teens are destabilizing the situation even further. It is difficult to fully comprehend the extent of recent job cuts for teens—city programs have been hit, and due to the current state of the economy, there are simply fewer private positions available. In the spring of 2003, state and federal budget cuts forced the City to decrease its allocation for teen summer jobs. Between 2002 and 2003, the Boston Youth Fund for teen summer jobs was cut by almost 50%, from $6M in 2002 to $3.3M in 2003. Understanding the importance of summer employment to teens, Mayor Thomas M. Menino garnered the support of local businesses and organizations to raise additional funding to hire a total of 2,850 youth and provide a variety of activities for those teens who did not participate in jobs this summer, particularly the 14 and 15 year-old age group.

With the state and federal governments both backing away from their traditional support of teen summer employment programs and the difficult economic climate limiting teen employment options for year round and summer options in the private sector, it will be an ongoing challenge to ensure that teens are engaged in productive activities and/or employment. As fewer teens are able to fill their out-of-school hours through employment, the out-of-school time sector will likely face higher demand for services to support these youth.

**Perceived Disconnect Between Providers and Funders**

In TDC's focus groups, providers voiced an underlying concern that their vision for teen out-of-school time programs may be different from funders' visions. Specifically, providers highlighted evaluation metrics and funding cycles as areas where there is a "disconnect" between their programs and funders' expectations. They also feel that funders are more focused on quantity than quality for programs. This can create tension around the perceived need to increase numbers when most providers believe that a critical aspect of their programming is based on developing one-on-one relationships with teens. Additionally, many providers question how to measure such qualitative outcomes as improved self-esteem or prevention of substance abuse.

> "Increased numbers don't mean success. Don't push our programs to work with more youth when high-risk youth really need more personal time."- Boston provider

Providers also expressed that funders make an artificial distinction between operating and program funds. Providers feel pressure to continually recast their programs in a new light in order to receive funding. Many felt that funding cycles were too short to make long-term impact on

> "Consistency of funding is crucial. Kids don't work on a six-month cycle." -Boston provider

[25] "After-School Programs in Boston: What Young People Think and Want," 11.

teens. Providers requested more face-to-face time with funders to come to a mutually acceptable resolution on these issues.

## *Providers Respond to the Challenges*

Through TDC's research, teen out-of-school time providers shared their strategies and ideas for expanding and improving the number and range of opportunities available to teens. The strategies were both program-specific as well as systemic.

### Expanding and Enhancing Programs

Sixty-one percent of the out-of-school time programs that responded to the survey indicated they had plans to expand their programs; 21% are unsure, but may expand in the future. In aggregate, these programs estimated expanding their programs by 3,450-6,550 slots.[26] Forty-four percent of responding programs had formal waiting lists; those programs with the largest waiting lists were located in Roxbury, the South End, Jamaica Plain, and South Dorchester. By focus, arts and culture programs, general academic support, and healthy lifestyles programs tend to have the biggest waiting lists. In the focus groups, most of the providers who did not report a formal waiting list indicated that demand for out-of-school time programs far exceeded the supply. Looking to the future, a better understanding of the dimensions of demand for the teen out-of-school time opportunities is needed, and may be facilitated through enhanced data tracking efforts—such as Boston's After-School for All BASE initiative—recommended in this report.

### A Concerted Citywide Effort

While providers see room for expansion of their individual programs, they also perceive the need for a concerted citywide effort to expand and improve the sector as a whole. The majority of feedback in TDC's focus groups concentrated on themes of staff training, a neighborhood based approach to Boston's out-of-school time programs, and the need to develop a network of resources.

> "Don't just assign a job to someone who wants a paycheck." - Boston teen

### More Well-Trained Staff

A large number of providers talked about expanding and improving their program by bringing in more qualified staff. Not only would more staff allow programs to serve more teens, but also more qualified staff would be more likely to connect with and retain teens. Most providers agree that a well-trained, caring staff is the most important factor to retention, and building relationships with caring adults is one of the central desires expressed by teens.

> *What makes a staff person cool?*
>
> "Someone that knows what you like without you needing to tell them." -Boston teen

[26] Providers were asked to select from ten options number of new slots they wish to expand; options ranged from 1-10 to 200+. Researchers then calculated the minimum and maximum number of planned expansion slots, based on these responses.

**Sustain and Connect Neighborhood-Based Programs**
Given the fragmented nature of Boston's neighborhoods, providers feel it is important to preserve and promote a variety of quality, neighborhood-based programs while improving connections between these programs and across neighborhoods. Providers look to funders and other entities with a citywide perspective to help make the pertinent connections between programs to maximize existing resources for teens.

**Raise Awareness of Programs**
In addition, providers felt there was more work to be done to make sure that 100% of Boston's teens know what is available to them during out-of-school hours. This is especially true for disengaged teens and for recent immigrant families, who are less likely to know about these options. Additionally, because teens are savvy consumers, the way in which programs are marketed to this population is important; programs must speak directly to what teens want.

"The diverse community needs small, specialized, neighborhood-based programs." -Boston provider

## *Existing Assets*

With its dynamic for-profit, public, and non-profit sectors, diverse neighborhoods, and extensive assets, Boston is uniquely situated to face the challenges highlighted above and enact a successful, systemic approach to out-of-school time opportunities for teens. The city's vibrant higher education institutions provide key sources of research and policy, and intellectual as well as human capital, including tutors and specialized training. Boston is also home to a diverse business community with a great history of entrepreneurship and public-private partnership. The non-profit sector includes a significant roster of teen and out-of-school time providers with strong track records and a desire to grow. Strong cultural institutions offer young people opportunities to create and participate in arts and culture. The City government owns numerous public facilities and spaces—including libraries, schools, and community centers —that are continuing to evolve to better serve teens in their out-of-school time.

In addition to these rich citywide resources, there are a number of organizations in Boston dedicated to out-of-school time opportunities for teens. The following list highlights current or newly developed organizations and initiatives that demonstrate a systemic approach to meeting teens' needs. Because of space limitations, this list cannot include all of the individuals and organizations contributing to the field. The challenge will be to harness these myriad assets into a system that is dynamic, flexible, and comprehensive, to ensure that the needs of Boston's teens are met.

"Achieve Boston is the first professional development effort in the country that we know of that melds the after-school and youth development frameworks." - Kathleen Traphagen, Former Executive Director of the Boston 2:00-to-6:00 After-School Initiative

**Achieve Boston**
Launched in 2003, Achieve Boston is an innovative collaboration to establish a professional development infrastructure for after-school and youth workers in Boston. The mission of Achieve Boston is to improve the overall

quality of after-school and youth programs by ensuring that program staff at all levels have access to comprehensive training and educational opportunities that enable them to strengthen their skills, develop their knowledge base, and advance along their chosen career path. Trainings listed in Achieve Boston's Catalog of Opportunities and on its website (www.achieveboston.org) are organized according to eleven competency areas: activities/curriculum, building caring relationships/behavior guidance, child and youth development, safety/health and nutrition, cultural competence, environment, families and schools, professionalism, program management, workers as community resources, and building leadership and advocacy. These trainings are offered by a variety of organizations and consultants.

Achieve Boston is a partnership of the Boston 2:00-to-6:00 After-School Initiative, BEST Initiative/The Medical Foundation, the Boston Foundation, the Boys & Girls Clubs of Boston, the Massachusetts School-Age Coalition, the National Institute on Out-of-School Time, Parents United for Child Care, the Program in Afterschool Education and Research, and the YMCA of Greater Boston.

**BEST Initiative**

The BEST Initiative is the youth development training and professional development program of The Medical Foundation. The BEST Initiative is specifically designed for individuals working with youth ages 11-20, and offers training in the youth development approach and the basic competencies of youth work and infrastructure support to youth worker networks (including conferences and technical assistance). In addition to focusing on training and development opportunities, BEST also works to promote higher education programs for youth workers and recognition of the BEST certificate program, build coalitions of capacity-building organizations, and partner with other initiatives to broaden opportunities for youth workers.

BEST is an initiative of the National Training Institute for Community Youth Work of the Academy for Educational Development. The Boston BEST Initiative, a project of The Medical Foundation, is one of 15 BEST sites around the country.

**Boston's After-School for All Partnership**

Boston's After-School for All Partnership is a unique, precedent-setting public-private coalition of 15 leading philanthropic, education, business, and government institutions formed in 2001. The Partnership has three goals: to expand, improve, and sustain a variety of after-school activities. Boston's After-School for All Partnership was recently awarded a grant from the Robert Wood Johnson Foundation—Building Boston's After School Enterprise (BASE)—to build on three efforts: to expand access, to build data systems, and to improve the after-school system (for more information on BASE, see page 86). This report was initiated as an activity of the Partnership's expansion efforts, through which the Partnership seeks to identify significant opportunities to support the healthy growth and development of the out-of-school time sector.

**Boston Center for Youth & Families**

Boston Centers for Youth & Families (BCYF), launched on July 1, 2002, is a merger of the Office of Community Partnerships, the Mayor's 2:00-to-6:00 After-School Initiative, the recreation division of Parks & Recreation, and Boston Community Centers. The mission of BCYF is to enhance the quality of life for Boston residents by partnering with Community Center councils, agencies, and businesses to support children, youth, individuals, and families through a wide range of comprehensive programs to include child care, after-school, education, youth development, sports and recreation, and senior services according to neighborhood needs. In response to community need, BCYF has planned the following enhancements to its services for Boston's teens: developing Youth Resource Centers and the Grove Hall Community Center; and expanding the SafeFutures Initiative.

With the development of the Youth Resource Centers, BCYF will operate four centers at existing BCYF sites that will provide a variety of free employment resources and trainings for youth ages 13-18 seeking jobs and educational information. The Grove Hall Community Center, opened in July 2003, will focus on older youth, 13-18, and provide sports and fitness, computer training and career exploration, and case management through the SafeFutures Initiative.

The Boston SafeFutures Initiative began in 1996 when the city received a $7 million grant from U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention to develop a continuum of care for youth and their families in Grove Hall, Franklin Field/Franklin Hill, and parts of Mattapan by working with local agencies. As part of the enhanced program strategy, over the next year SafeFutures will work in partnership with BCYF's Streetworkers Program to focus on providing outreach, case management and follow-up services to 100 high-risk youth between the ages of 13 and 18 and their families. In April, 2002 the Mayor's Office of Community Partnerships introduced this strategy and an accompanying Framework for Youth Development as a model to guide Boston's efforts to support young people through adolescence and the transition to adulthood. BCYF also produces the Boston Guide to Youth Services, a comprehensive guide of services citywide and by neighborhood.

**Boston's Youth Development Strategy**

Boston's Citywide Strategy on Youth Development was a two year planning process from 1998-2000 which was developed in order to: disseminate information about youth and youth development; strengthen collaborative relationships and build a continuum of care for youth; generate new resources to fill service gaps; and provide opportunities for learning and actions. The CSYD developed two reports and a youth development framework, Framework for Action. CSYD built upon the many successful programs and the spirit of collaboration in the city of Boston.

One of the areas defined by the CSYD was the need for a parent/teen communication campaign. Finding the Time was a yearlong campaign that worked with 30 community partners to encourage parents and teens to spend more time together. The campaign provided promotional materials, education conference and workshops, website, special deals and discounts to local businesses and event and tip sheets. Although the campaign has ended, BCYF continues to provide information and resources through the website, www.findingthetime.org.

"Older youth experience an increase in the diversity of programming options, but actual out-of-school opportunities often shrink in numbers. In addition, program offerings become more targeted, engaging youth in just one or two spheres of development (e.g. sports, gifted academic programs). The oldest youth experience a sudden drop-off in the number of available programs, supports and opportunities. The programming that does exist tends toward an emphasis on civic and vocational outcomes, or takes on a "remedial" or "second chance" focus. A trend toward the narrowing of opportunities (either in number or variety) as young people mature suggests an inconsistent and insufficient investment in learning and growth, and raises the probability of missed opportunities to support development." - *Promoting Positive Youth Development as a Support to Academic Achievement* (38)

**Boston Youth Survey**

Boston Centers for Youth & Families coordinates and produces the Boston Youth Survey, which provides information about teens, ages 14-18, including educational aspirations, access to technology, how stress affects their lives, and what they are doing during the after-school hours. The survey results are released every other year and the 2004 Boston Youth Survey will be conducted in partnership with Harvard School of Public Health. It will be administered during the school year in conjunction with BPS and other school systems to survey over 2,500 teens from diverse neighborhoods and backgrounds. Due to the ongoing nature of this initiative, it provides benchmarks for improvement and change over time in this population.

**Massachusetts After-School Partnership**

Leading stakeholders in the after-school field came together to form the Massachusetts After-School Partnership (MAP) in the summer of 2002. Envisioned as a statewide network that would strengthen the after-school sector and provide coordination among multiple initiatives, MAP is led by a Steering Committee that includes the state Department of Education, the state Office of Child Care Services, Boston's After-School for All Partnership, YMCAs of Massachusetts, the Massachusetts Association of Day Care Agencies, Massachusetts 2020, the Massachusetts School-Age Coalition, and the Boston Centers for Youth & Families. The Massachusetts School Age Coalition is the MAP intermediary. MAP aims to bring together the many important public and private efforts across the state to improve out-of-school time opportunities for children, youth, and families to document their successes, improve their coordination, leverage additional strength and resources, and identify and meet unmet needs. MAP's areas of focus include: public policy and public will; program quality and professional development; research and evaluation; long term and sustainable financing; and communication, building networks and sharing best practices.

MAP's vision for expanding and strengthening programming opportunities encompasses teens as well as younger school-age children. As ways to utilize existing and new resources both on the city and state level to fortify the sector are considered, MAP is positioned to become a statewide convener of stakeholders interested in providing children and youth access to high quality, engaging, affordable and accessible programs and opportunities during their out-of-school time.

**Private Industry Council**

The Private Industry Council (PIC), a business-led partnership of education, labor, community, and government organizations, connects youth with employment opportunities in the city of Boston. PIC Career Specialists and Program Coordinators place Boston Public School students in after-school and summer jobs, and also offer job readiness workshops. In 2002, PIC served 5,000 middle- and high-school youth. PIC predicts that this number will decline slightly in the next year. In the summer of 2002, 10,000 youth were employed through the city's summer jobs campaign, including the 5,000 served by PIC.

Along with helping students to find employment opportunities, PIC has undertaken initiatives to improve job readiness and training. Through the School to Career Initiative, a project with the Boston Public Schools, PIC helps students find careers and build connections between their school and professional lives. PIC also assists out-of-school youth to find employment and education opportunities.

**South/End Lower Roxbury Youth Worker Alliance**

The South End/Lower Roxbury Youth Workers' Alliance is a coalition of youth workers whose mission is to promote the well-being of the community's youth (ages 6-21), through collaborative activities, information-sharing, skill-building, problem-solving, leadership development, and advocacy. The Alliance provides training and support to youth workers, through monthly meetings to share resources and discuss issues of concern to youth and youth workers, a calendar of youth events, emergency support for youth programs in the wake of youth violence, mini-grants for collaborative projects, and a violence prevention committee. This organization adopts a neighborhood-wide approach, assisting the existing local programs and youth workers to better serve all the young people in the community. The YWA was founded by youth workers, and is a valuable voice for youth work practitioners.

**Summer of Opportunity**

In response to the lack of economic and job resources for teens in Boston, Boston Police Department's Youth Violence Strike Force, John Hancock Mutual Life Insurance Company, and Northeastern University originally partnered in 1994 to increase youth opportunities for leadership, job skills development, and financial compensation. This public/private venture aims to introduce teens to the world of work. In the first phase, which serves 40 teens every summer, participants spend five days a week at the program, and learn a diverse array of skills, from appropriate business conduct to short- and long-term goals definition. Teens are paid an hourly stipend for their participation. After the summer, Summer of Opportunity Staff matches successful participants with school-year

internships with other city resources, such as the Aquarium, Children's Museum, MBTA, Boston Police, and Community Centers.

**Youth Opportunity Area**

The Boston Youth Opportunity Area (YOA) seeks to counteract high unemployment rates among out-of-school 16-24 year-olds. Now funded by the U.S. Department of Labor, and managed by the Office of Jobs and Community Services, the program serves a target area within Roxbury and South Boston, and aims to raise the employment rate of this population to 80% over the next three years. Based on the criteria of the Department of Labor, YOA works to increase the number of young people graduating and positively affect the drop-out rate, to increase the number of young people matriculating to college, and put young people on a track for a career. Each teen that enters the program is assigned a team of youthworkers, including a case manager and a career specialist, with whom they develop an individual plan. YOA currently serves 2,800 teens in Boston.

**YMCA**

In 1999, the YMCA of Greater Boston launched the *Youth Development Initiative,* aimed at increasing the positive out-of-school time experiences for youth ages 11-18. In the past two years, the number of teens involved in core youth development programs has nearly doubled to 2,800, and in total the YMCA serves 11,000 teens in the city of Boston. Asset development remains a key component in 2003/2004 with the "Abundant Asset Project." This project trains all YMCA staff on the asset development model, increasing the points of contact youth have with caring adults beyond the teen staff, and increasing each YMCA's capacity to involve teens in positive after-school and summer activities. Some of the diverse YMCA programs that adopt this youth development approach include: College Path, The Young Women in Real Life Situations (YWIRLS), Youth Click, Art of the Spoken Word, and New Arrivals.

**Youth Service Providers Network**

Youth Service Providers Network (YSPN) is a partnership with Boys & Girls Club of Boston and the Boston Police Department designed to address the unique needs of disadvantaged and at-risk urban youth and their families. YSPN places licensed clinical social workers in district police stations throughout the city. The social workers receive referrals from police officers, incident reports, the BostonCares injured youth program, and walk-ins. Once referred, young people are provided with immediate assessment and case management; other YSPN services include crisis intervention, advocacy, referral, and ongoing individual and family therapy. YSPN has served more than 2,400 youth and young adults (80% between the ages of 13-21) since 1996.

**YouthZone**

The City of Boston's YouthZone (www.bostonyouthzone.com) was created by teens for teens with the support of the City's Management Information Department. The Mayor's Youthline, a phoneline that connects Boston youth with services, had compiled a database of programs since it opened (1996) and identified the need to make the information available online. Founded in 2000, the YouthZone was a web site created by the City to house the Youthline database along with an Art Gallery, How-to Guides,

Employment Resources, The Mayor's Youth Council, College Planning Information, and links to the web sites that highlight all the positive things Boston young people are doing. The Youthline database, including programs for teens, is searchable by keyword, neighborhood/zip code, and category (e.g., Arts and Culture, Entertainment, Healthcare, Youth Development Programs, Criminal Justice), and is used by youth as well as parents, teachers, and youth workers to learn about services in the city. As of March 2004, the Youthline contained 2,980 programs and 1,410 organizations, including school-based and community-based programs.

## *Summary*

Although the teen out-of school time sector is currently facing significant challenges, the sector is poised to expand the number of opportunities available to teens and to build upon existing assets to confront the challenges dynamically and systemically. In order to meet the growing demand for out-of-school time opportunities, 61% of the programs that responded to the survey indicated they had plans to expand their programs; 21% are unsure, but may expand in the future. In aggregate, these programs estimated expanding their programs by 3,450-6,550 slots.[27] Looking to the future, a better understanding of the dimensions of demand for the teen out-of-school time opportunities is needed, and may be facilitated through enhanced data tracking efforts recommended in this report. At the same time that many providers are looking to expand, they are aware of deep cuts in their budget and an overall difficult economic climate. Most providers see the need for a concerted citywide effort to expand and improve the sector as a whole.

There are many quality efforts highlighted in this report that represent substantial beginnings to build upon in improving what Boston offers teens in the out-of-school time hours. These initiatives and organizations offer Boston a unique opportunity to expand out-of-school time opportunities for teens and to approach the teen out-of-school time sector dynamically and systemically.

The next chapter of this report provides an in-depth examination of a subset of programs in the sector, environmental out-of-school time programs, in order to better understand how a particular group of providers has adapted to the opportunities and challenges in Boston's out-of-school time sector. The chapter examines this group of environmental providers as a case study of effective out-of-school time practices in Boston, and reflects on their engagement in the positive youth development approach and several examples of existing partnerships.

[27] Providers were asked to select from ten options number of new slots they wish to expand; the options ranged from 1-10 to 200+. Researchers then calculated the minimum and maximum number planned expansion slots, based on these responses.

# VI. A CASE STUDY: BOSTON'S ENVIRONMENTAL TEEN YOUTH DEVELOPMENT PROGRAMS

*"To truly transform people's lives…it is important to work with [teens] intensively, one-on-one, and in a sustained fashion over time."* -Boston Environmental Provider

Within the group of 179 community-based teen out-of-school time programs that responded to the survey, a community of environmental youth development programs is serving Boston's teens. These programs predominantly focus on leadership training and stewardship, and empower youth through education, leadership opportunities, and activism to become the next generation of Boston's environmental stewards. This chapter examines this group of environmental providers in depth, and reflects on their engagement in the positive youth development approach, their use of effective practices for teens, and several existing partnerships in the city and region. This section is not intended to place value on environmental programs over other types of programming, and instead uses environmental programs as a case study of how a particular group of specialized programs are responding to the needs of Boston's teens and sector-wide challenges.

**Boston's Environmental Teen After-School Programs**

- 4-H Youth and Family Development Program/UMass Extension, Boston 4-H Urban Stewards (Roxbury)*
- 4-H Youth and Family Development Program/UMass Extension, Boston 4-H Urban Stewards (Jamaica Plain)*
- Allandale Farm, Allandale Farm Outdoor Summer Program*
- Alternatives for Community & Environment, Roxbury Environmental Empowerment Project*
- Asian Community Development Corporation, Berkeley Youth Gardeners*
- Boston Natural Areas Network Youth Conservation Corps
- Boston Nature Center, Youth Leaders*
- Boston Nature Center, Teen Ambassador Program*
- Boston Park Rangers*
- Chelsea Creek Action Group
- Chelsea Human Services Collaborative, Chelsea Green Space and Recreation Committee Youth Environmental Crew*
- Codman Square Health Center, Breath of Life Dorchester*
- EarthWorks Projects*
- The Food Project, Summer Youth Program*
- Global Habitat Project, Greentimes*
- Hyde Park YMCA, Earth Service Corps*
- National Park Service/ Island Alliance, Boston Environmental Ambassadors to the National Park Service (BEAN)*
- National Parks Conservation Association, National Parks Young Leaders program*
- New England Aquarium, Summer Teen Internship Program*
- Save the Harbor/ Save the Bay
- Thompson Island Outward Bound, Environmental Expeditions*
- The Urban Ecology Institute, Urban Ecology Field Studies After School Program*
- UMass-Boston, GEAR UP*
- World Media Foundation's Environmental Literacy Project
- Zoo New England at Franklin Park

**Indicates participation in online environmental survey.*

## *Background and Methodology*

Many of Boston's environmental organizations have developed successful programs that link stewardship of natural areas with environmental education and youth development. Concurrent with the formation of Boston's After-School for All Partnership's Teen Study Committee, the Boston Environmental Funders Group (BEFG) identified a need and a chance to promote increased and cohesive integration of these activities.

As BEFG was preparing to embark on an independent research effort to examine these programs, members of the Teen Study Committee and BEFG saw an opportunity for synergy between efforts to look broadly at out-of-school time opportunities for Boston's teens and efforts to promote increased environmental programming for teens. The Barr Foundation and the Merck Family Fund joined the Teen Study Committee and commissioned additional research to focus on the sector of environmental youth development programming for teens in the out-of-school hours. These two research interests complemented each other. The broad research provides information about the landscape of community-based programs and the environmental research supplies an in depth look at how the youth development model engages teens. Furthermore, the Partnership had identified environmental programming as one of its potential themes within its rubric of promoting "schools without walls" for high-school aged youth. This effort was undertaken with an understanding that some teen environmental youth development providers do not define themselves as out-of-school time programs.

In order to better understand this group, the research team undertook three research efforts: a separate environmental-focused online survey based on the broader survey of community-based teen programs described in the last chapter, interviews with nine exemplary environmental "key informants" across the country, and a focus group with environmental providers.

*What is your theory of change?*

"[We] build leadership and environmental justice. We want to infuse the environmental movement with the enthusiasm and energy of young people." -Boston environmental provider

"[We] build awareness and cultivate responsibility especially among underserved youth. A transformation occurs when they realize that they have a chance for success." -Boston environmental provider

The remainder of this chapter includes three sections. The first section profiles the programs based on the results of the environmental provider survey. The next section reflects on how this set of programs employs nationally accepted best practices and the positive youth development model. The final section describes four programs in Boston that have developed creative partnerships to enhance their dual missions of environmental activism and stewardship, and youth development opportunities for teens.

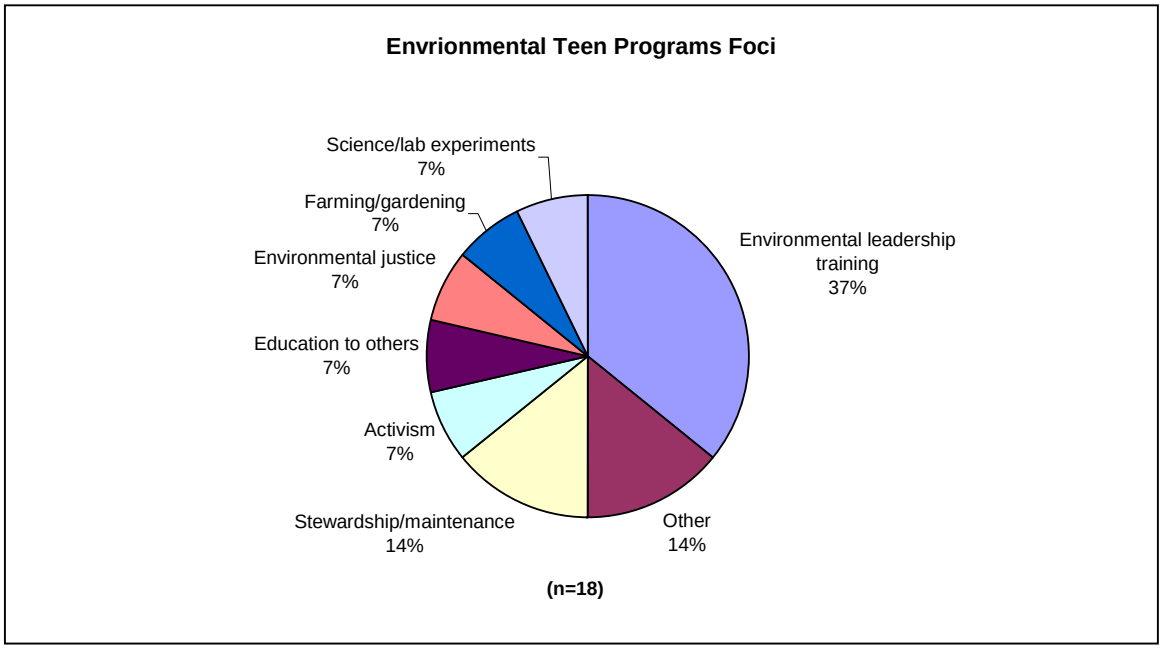
## *Boston's Environmental Youth Development Programs*

### A Hands-On Approach

Twenty programs responded to the environmental survey. In general, Boston's environmental teen out-of-school time programs focus on leadership training and stewardship, adopt a hands-on, service learning approach, and are smaller than other out-of-school time programs. The following section highlights how environmental programs are unique in comparison to other teen programs in Boston, based on the results of the broad teen out-of-school time survey and the environmental provider survey.

### Program Focus

The primary areas of focus for teen environmental programs are environmental leadership training (37%) and stewardship/maintenance (14%). Environmental programs teach teens to care about the environment and empower them to make a difference, through physical maintenance, community leadership, activism, and educational opportunities.




### Program Location

Unlike the universe of teen out-of-school time programs that responded to TDC's survey, teen environmental programs are only present in seven of Boston's neighborhoods: Central, Hyde Park, Jamaica Plain, Mattapan, Roxbury, South Boston, and the South End. In aggregate, however, the 20 programs serve teens from all neighborhoods in Boston.

Table 4: Comparison of Overall Programs and Environmental Subset

| | Overall | Environmental Subset |
|---|---|---|
| Hands-On Learning | 57% | 78% |
| Service Learning | 17% | 39% |
| Drop-In Programming | 14% | 6% |
| Charge a Fee | 31% | 6% |
| Pay a Stipend | 35% | 67% |
| % Females Served | 39% | 56% |

## Program Approach

Overall, most teen programs used a hands-on approach (i.e., experiential, activities-based). This was also reflected in the environmental programs; 78% of Boston's environmental teen programs employ a hands-on learning approach. In comparison with other types of programs, environmental programs (39%) are the greatest proponents of a service learning approach.

With this hands-on or service learning approach to teen programming, fewer environmental programs have a drop-in component. Fourteen percent of all programs have drop-in hours; only 6% of environmental programs offer this service to teens.

## Recognizing Teens' Efforts Through Stipends

Boston environmental providers (67%) are more likely to offer stipends than other teen providers (35%) in the city. In the environmental provider focus group, the research team asked providers about their rationale for providing stipends. Providers noted that they offer them in order to: recognize the efforts of teens; level the playing field and provide monetary incentive for teens that need to work to support themselves; teach teens that social justice has value; and convey the meaning and expectations of employment.

Conversely, due to the hands-on nature of the programs and the level of commitment and effort required by participants, environmental providers (6%) are much less likely to require a fee than other programs (31%).

> "[We want teens to] learn what it means to be employed, to learn job skills. By providing them with a stipend, we tap into this whole job vernacular." -Boston environmental provider

## Population Served

The 20 responding environmental teen youth development programs reported serving 250-465 teens on a weekly basis. Annually, the programs serve over 600 participants, though this number includes duplication as some teens may participate in multiple different out-of-school time programs at different times of the year.[28] The demographic profile of teens served by environmental programs is more reflective of the demographic

[28] Environmental youth development providers were asked two questions about total population served. First, providers were asked to select from ten options the range of teens they serve on a weekly basis, from 1-10 to 200+. Researchers then calculated the minimum and maximum number of teens served per week, based on these responses. Second, providers were asked to enter the number of teens the program serves annually. Both numbers may include duplication as some teens may participate in more than one program per week and at different times during the year.

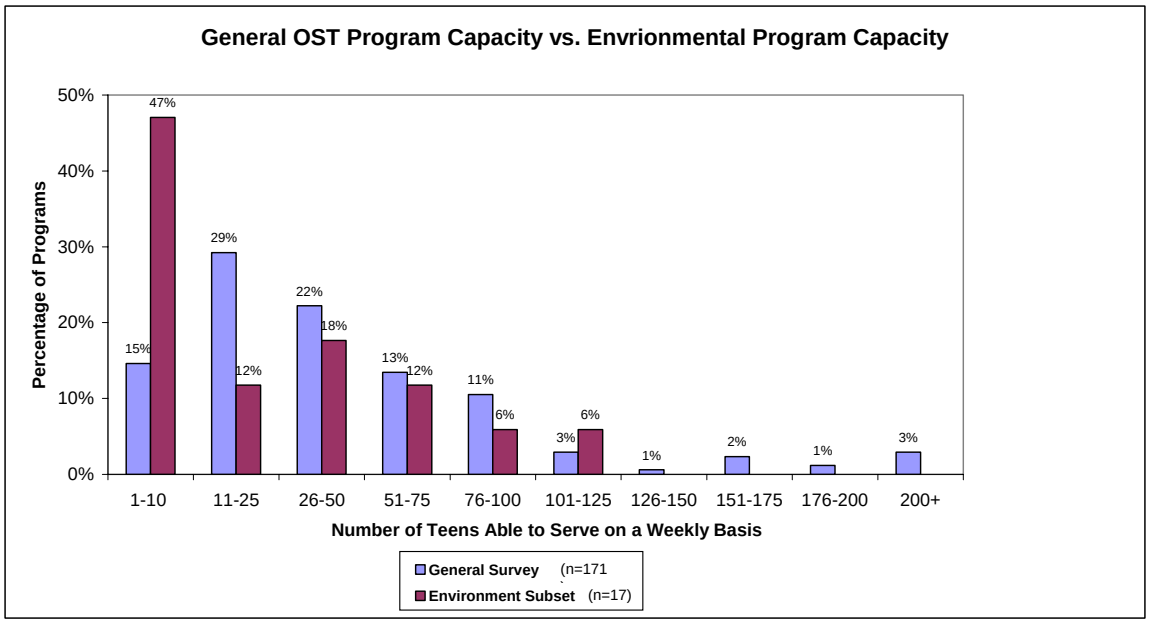
characteristics of Boston's teen population than the general pool of programs, although it serves proportionally fewer White teens. Seven percent of teens served by environmental programs are Asian; 34% are Black or African American; 20% are Hispanic or Latino; and 19% are White. While many teen programs nationally and in Boston have a harder time attracting girls, this does not appear to be the case for environmental programs in Boston; 56% of their aggregate participants are female.

Table 5: Comparison of Teen Demographic, OST, and Environmental Program Profiles

| | All Boston Teens | Teens in Responding Out-of-School Time Programs | Teens in Responding Env. Programs |
|---|---|---|---|
| Female | 51% | 39% | 56% |
| Asian | 8% | 7% | 7% |
| Black or African American | 29% | 42% | 34% |
| Hispanic or Latino | 29% | 30% | 20% |
| White | 38% | 16% | 19% |
| Mixed Race or Other Race | 4% | 8% | 8% |

**Program Capacity and Enrollment**

Environmental programs are generally smaller than other programs. Almost half of environmental programs serve 10 or fewer teens per week. All environmental programs surveyed are at or above capacity in terms of teen participation. Forty-four percent of environmental programs offer their programs four to six days a week. The small and intensive nature of these programs has the benefit of being able to build close, one-on-one relationships with teens. There were a handful of exceptions to this size among the group surveyed: two programs serve 51-75 teens, one program serves 76-100 teens, and another program serves 101-125 teens. The programs that serve more teens tend to have "cycles" of programming, with changing internships or workshops, rather than serving an ongoing group of teens.




Forty percent of environmental programs have plans to expand their programming, and cited the following areas as places for growth and improvement: additional staff, additional programs or activities, and expanding terrain covered.

## *Powerfully Demonstrating Effective Practices*

Boston's environmental providers reflect the positive youth development principles and best practices discussed in Chapter III, "What Teens Want and Need." This community of programs employs hands-on, fun, place-based, and service learning in small, ongoing programs with opportunities for teen leadership and input. Below, the report looks at the following elements of effective practices with teens, and how this group of providers responds to them.

- Youth are asked to play an increasingly active role in programs
- Experienced, dynamic youth workers and adults in leadership positions
- Skills development and preparation for major life transitions
- A fun program that is different from school

Excerpts from survey responses and quotes from the focus group are noted in bulleted italics.

### Youth Play an Increasingly Active Role

Out-of-school time programs are an opportunity for young people to assume responsibility and leadership roles. Survey responses indicate that most of Boston's

environmental teen programs are incorporating teens into the design of their programs, and are developing long-term relationships with increasing teen involvement over time.

- *…The key to [the program's] success has been the opportunity we give to youth to identify issues they care about and take action in a real strategic way.*
- *…To truly transform young people's lives, opportunities and awareness, it is important to work with them intensively, one-on-one, and in a sustained fashion over time. Youth progress through our programs and deepen their understanding of environmental and social issues, and their own capacity to speak, serve and lead on these issues.*

**Experienced, Dynamic Youth Workers and Adults in Leadership Positions**

Environmental providers recognize the critical role that adult-teen relationships play in the programs. They tend to support lower staff to teen ratios, and recognize that both teens and the environment require long-term commitment. This group also advocates for citywide staff training for adults who work with teens, as well as a specific environmental-focused training element.

- *[Teens] will stay engaged because of the human connection and relationships.*
- *The adults need to work along with the young people, have something to share, know something, be able to relate to the young people with flexibility and firmness, joking but never losing sight of being the responsible adult.*

**Skills Development and Preparation for Major Life Transitions**

Many of the environmental providers that participated in this research effort focus on empowering teens through environmental activism and stewardship. By offering them responsibility and leadership opportunities in the programs and in the community, these providers teach teens organizing skills, scientific knowledge and rigor, and how to work with peers—important skills as teens prepare for jobs, college, and to become the next generation of environmental stewards.

- *"[We] build leadership and environmental justice. We want to infuse the environmental movement with the enthusiasm and energy of young people."*
- *"[We] build awareness and cultivate responsibility especially among underserved youth. A transformation occurs when they realize that they have a chance for success."*

**A Fun Program that is Different from School**

Because these programs take a hands-on, learning approach, providers value programs that have a separate atmosphere and curriculum from school.

- *Teens want something that is going to be fun. Programs need to make sure that learning is fun, not just another class.*

Boston's environmental teen programs ground their programming in the positive youth development approach and the corresponding key elements of effective practices with teens. The programs' characteristics—hands-on approach, service learning, leadership

opportunities, small size, and low adult to teen ratio—are well integrated to meet the needs of the teen participants. These providers are also thinking about ways to meet the needs of its teens beyond their individual programs, and emphasize "systems thinking," or looking at the bigger picture, to effect a solution to environmental and social problems. This holistic, long-term approach, essential to both effective environmental and teen programming, has resulted in several strategic partnerships initiated by environmental providers.

## *"Systems Thinking" and Multi-Sector Partnerships*

In TDC's focus group with environmental providers, the theme of collaboration among providers, teens, community stakeholders, schools, public entities, higher education institutions, and other non-profits was highlighted. According to this group, cooperation and partnership are endemic to the environmental sector as a whole. The responsibility for maintaining the city or a neighborhood, and of increasing the quality and quantity of positive youth development opportunities for teens in Boston, belongs not to one provider, but to the entire community.

In this spirit, environmental providers are engaged in "systems thinking," and appear to network more with each other than other providers. A handful of environmental teen youth development providers have partnerships in place with a range of public sector, school, community-based, non-profit, and higher education entities, exemplifying the leveraging of community and city resources to expand and enhance teen opportunities recommended in this report.

This section describes four specific environmental teen programs in Boston. The programs highlighted represent examples of innovative, existing partnerships among community-based programs, public sector entities, and/or higher education institutions that enhance opportunities for their teen participants. The exclusion of other programs reflects the limited space as well as the authors' knowledge of programs, and is intended to reveal the excellent work done in the sector and not to slight other programs' efforts and diligence. These efforts demonstrate the evolution of strong partnerships in the sector and the potential for more encompassing strategies moving forward.

**Boston Natural Areas Network: Greenway Youth Conservation Corps**

The Greenway Youth Conservation Corps, launched in 1994, serves approximately 30 teens (ages 14-17) per year through a unique work-learning opportunity. The Conservation Corps works with the Massachusetts Department of Conservation and Recreation's Division of Urban Parks and Recreation (formerly the Metropolitan District Commission) and city-owned portions of the Neponset and the East Boston Greenways. Contributing to regional conservation efforts, teens in the program assist with the Neponset River Greenway Festival and summer community events, canoe the Neponset River, estuary, and East Boston inlet, and receive environmental education about native wildlife and water sources.

This opportunity for teens to participate in the conservation of their environment receives funding from the state, city, and also foundations; funds from the state and city provide supervisor positions and youth stipends, respectively, while the foundation support is directed towards environmental educator, field manager, and supplies. The work projects completed by the Conservation Corps have had permanent impact on the public's use of local natural resources, including the creation of five canoe launches, two large murals at Pope John Paul II Park, and a nature trail and observation deck at Belle Isle Marsh in East Boston.

**University of Massachusetts Extension 4-H Urban Stewards Program**

The 4-H Urban Stewards Program was piloted in 2003 as a partnership of the Boston Parks Department, Mission Hill Main Streets, and other entities to expose urban youth to tree stewardship and green space professionals. The program, which served nine 13-14 year olds recruited from Mary E. Curley Middle School in Jamaica Plain, combined education, stewardship, photography, and volunteerism.

Participants were trained in tree identification, tree health assessments, tree maintenance as well as planting and maintaining annuals, perennials, and shrubs. In addition to this environmental education, teens were also given digital cameras and trained in photography. Armed with these new skills, participants photographed and researched trees on Tremont Street in Mission Hill and developed a *Guide to the Trees of Mission Hill*, which is now on the city of Boston's website. An exhibition of their photographs was also displayed at the South End library branch in June 2003.

The 4-H Urban Stewards Program encouraged teen participants to assume a stewardship role within the community, and embarked upon several activities to improve the environment and local awareness of it. Teens participated in the New England Flower Show Children's Festival, for which they planted marigold seeds at the Parks Department greenhouse, transplanted them, and distributed them to families at the show. At the event they also developed and performed a skit on the "Dos and Don'ts" of the care of street trees. Teens tapped Norway maples in their schoolyard and made them into syrup with the 6th graders in the school, and also volunteered for the Charles River Conservancy pruning trees. In Mission Hill, they organized a *Keep it Clean Keep it Green* event with the City and neighborhood group, and watered and mulched 55 trees in the neighborhood.

**Island Alliance: Boston's Environmental Ambassadors to the National Park Service**

The BEAN program was established in 2000 as a partnership through the Island Alliance and the National Park Service with five local national parks and youth programs, and developed into a year-round program in 2002.[29] BEAN creates a network of urban youth who are connected to national parks by training and employing 60-75 high school students in the summer and 10-15 youth in fall and spring semester programs; summer programs operate Monday through Friday, and school-year programs meet after school

[29] Partnering organizations include: Thompson Island Outward Bound Green Corps, Trailblazers at Boston African American Meeting House; the Harbor Visions Crew (itself a partnership of MWRA, Save the Harbor/Save the Bay, and Roxbury Multi-Service Center); Minute Man National Park (Lexington); and Lowell Youth Programs.

and on weekends. By engaging these youth, BEAN strives to attract, educate, and increase the participation of urban youth in the national park system, and to create local youth stewards of parks.

The program curriculum includes skill development, environmental education, internships at various park agencies, community service projects that focus on stewardship of park spaces, career exploration, leadership development, and professional development. Youth make field trips to local and regional national parks, including Acadia. During the year, teens are placed in internships where they provide contributions to park organizations and plan monthly service projects for summer alumni. In summers, youth are a valuable work force and complete maintenance and park stewardship projects.

**Urban Ecology Institute: Field Studies Program**

Formed in 1999, UEI is a partnership between Boston College science faculty, the public schools, and community-based programs in Boston and surrounding cities. Through curriculum development and staff training, UEI strives to engage urban youth in understanding and stewardship of the local environment, to increase social and intellectual self-confidence, and to introduce the scientific method. During the 2002-2003 school year, UEI worked with 28 teachers at 20 sites, and reached over 500 youth.

For staff training and development, UED holds workshops throughout the year and encourages ongoing contact with UEI staff. The program curriculum involves weeklong intensive workshops for teachers and community leaders on how to integrate field studies (e.g., collection of data related to water quality, bird count, biodiversity) into school science curriculum and training on how to collect scientific data, and also training on how to create interesting analysis of data for projects in school.

As a result of this work, UEI students collect data on regular field trips to sites along the Mystic, Saugus, and Charles River Watersheds, and learn how to track and analyze data, as well as receive training in how to use data collection equipment. This data has been used to advocate for environmental clean-ups and land protection, and has been integrated into the academic work of college professors. At an annual conference, students present their findings from these projects. Early evaluation data on participants in the UEI program demonstrates that student participants gain an increased understanding and interest in science and the local environment.

## *Summary*

This research effort confirmed that there are solid environmental youth development programs in Boston that are engaged in effective approaches to teen programming, and want to expand and serve more teens. Several of these programs also exemplify the potential to pursue partnerships at a more systemic level. As “systems thinking” is endemic to the environmental sector, there are already developed networks among environmental youth development programs that are nascent in other groups of providers.

The recommendations set forth in this final section of this report lay the groundwork for the continued growth and development of the overall teen out-of-school time sector, and can be applied to the environmental youth development sector as well.[30]

[30] BEFG will also convene with Boston's environmental youth development providers to share these findings and develop recommendations for expanding this sector together.

# VII. RECOMMENDATIONS

This report comes at a crucial time in the history of Boston's out-of-school time movement, and was inspired by a widely-expressed need by educators, providers, funders, and others to better understand the demand for teen out-of-school time opportunities and paint a clear picture of the current and potential landscape of offerings. It also was spurred by the knowledge that young people generally are "aging out" of existing after-school programs after the age of 12 while the teen population is growing in Boston, and will continue to grow. Finally, there is more academic pressure on Boston's teens today—perhaps more than at any other time in history—as students face the new requirement of passing the MCAS test in order to graduate. These factors are converging at a time of cuts in public funding for teen programming, especially in teen summer jobs. Resources are tightening rather than expanding.

In light of these factors, and as the number of teens in Boston continues to increase, the need to invest in expanded and enhanced teen out-of-school time opportunities is clear. It is also clear that, at this moment of maturation for the sector as a whole, strategic investments must be made to build the infrastructure and capacity of the sector to support the programs that serve Boston's teens.

"We must work together to positively engage all the young people of our City, by creating a framework of opportunities that includes structured programs, drop-in centers, employment, community service, mentoring, sports and cultural activities, and more. The key is that adults working with teens in all those settings understand positive youth development. There is tremendous diversity within Boston's teen sector, and our services must reflect that diversity while maintaining high quality."
–Juanita B. Wade, Executive Director, Boston Centers for Youth & Families

The following recommendations are a call to action. This report and recommendations for the teen out-of-school time sector come at a time when the out-of-school time sector as a whole is being elevated and community leaders are crafting a vision for the entire field. They embrace the progress that has been made to date, and advocate for incorporating the needs of teens—and the providers that serve them—into a vision for the whole sector that will help all of Boston's young people reach their full potential and become fully contributing and engaged participants in this city's workforce and community. These recommendations are informed by existing and fresh research, spurred by the many providers who are dedicated to serving our young people, and grounded in the voices of Boston's teens themselves.

In order to support teens and the growth of the youth development sector, the following recommendations are made:

- Cultivate increased demand among teens;
- Expand the number and range of opportunities for teens; and
- Build the sector's capacity.

Below, greater detail is provided about these recommendations.

## *Cultivate Increased Demand Among Teens*

One of the first steps toward strengthening out-of-school time programs for teens will be to cultivate increased demand among teens themselves by learning even more about their needs and interests, and encouraging their active participation in every step of the process of developing specific activities, and designing effective programs.

A great deal already is known about the qualities of successful programs—from inviting teens to help design and run programs to the need for well-trained dynamic staff teens can relate to and admire, to the desire on the part of teens both for fun and help in improving their academic work, learning basic life-skills, and having a space of their own.

Cultivating demand among teens and effective recruiting of this age group, however, remain significant challenges facing the teen out-of-school time sector. Recruitment strategies must recognize and embrace the reality that teens want and can make their own decisions about how they spend their out of school time. The strategies that work for elementary school aged out-of-school time programs will not necessarily work for teen programming.

There are two means of enhancing recruitment efforts, both of which are critical to the success of programs and the participation of teens: an overarching awareness campaign and the individualized strategies of specific providers. Successful recruitment strategies rely on an understanding and appreciation of the diverse and unique needs and interests of

***Artists for Humanity – Serving Boston's Teens Through Creativity and Innovation***

A local organization that demonstrates the impact of non-traditional partnerships is Artists for Humanity, a program that works with many constituents in Boston to enhance the artistic experience of teens. In 1992, a local university invited a group of young people to air-brush t-shirts for an international conference. Inspired by their success and the satisfaction they experienced, the 14-year-olds decided to re-invest their earnings into other entrepreneurial ventures. Since this inception, Artists for Humanity has empowered teens by providing them with the opportunity to create artistic products and sell them. Teens work with potential clients to identify the products and services they need, and produce original products, including murals, paintings, graphic design materials, silk screen printing, and photography. Last year the program had 145 paid participants, who each underwent a 72-hour apprenticeship period.

Artists for Humanity works with myriad constituents in Boston to enhance the experience of the teens. Client based partnerships, with private businesses, city entities and others, are the foundation of the program's sales component. The young artists meet with business clients, learn about the business community, and are exposed to adults on an equal level as they design and sell their art. The program also works with, guidance counselors, teachers, and probation officers to recruit teens.

Through continued innovation at each step in the organization, from the referral relationships to the original works produced by the teens, Artists for Humanity has evolved into a thriving and successful OST program in Boston. For more information, see their website, www.afhboston.com, or visit their gallery at 281 Summer Street in Boston.

teens. Teens themselves can offer providers and their supporters insights about what outreach strategies are most likely to be successful. To appeal to the broadest spectrum of teens, an array of programs must be available in a range of accessible geographic locations. In addition to a citywide campaign, individualized, hands-on outreach by a caring adult or peer is a uniquely successful recruitment tool. Teens and providers highlighted the role that teachers can play in connecting teens to opportunities, implying tremendous potential for outreach efforts to be integrated with the schools. Teens and providers also noted the important role that teens can play in recruiting their peers.

The cultivation of teen demand is an ongoing and evolving process that requires continued creativity and support. Those who fund and support teen programming should recognize the need to continue to refine the sector's understanding of this critical issue, and support the provision of technical assistance to this end. Funders should also recognize that cultivating teen demand takes concerted time and effort, and programs must be staffed in a manner that recognizes this reality.

## *Expand the Number and Range of Opportunities for Teens*

In light of the economic and budgetary hardships currently facing Boston and the challenges of recruiting teens to participate in out-of-school time activities, it is urgent that new and innovative strategies be pursued to expand and enhance out-of-school time opportunities for teens. Unlike students in elementary and middle schools whose parents usually choose their after-school programs, teens themselves are the consumers of out-of-school time activities. They already face a number of choices when it comes to deciding how to spend their free time, and any effort to expand and enhance programming should be grounded in knowledge about—and respect for—the wide variety of interests, responsibilities, and needs teens have.

As the sector works to expand offerings for teens in the out-of-school hours, efforts should be made to identify model programs and approaches in Boston and elsewhere that can be expanded and brought to scale without compromising quality. The small and intensive nature of some programs may make it inappropriate to grow these efforts

**Strong Public-Private Partnership: Lessons Learned from Chicago**

Chicago's After School Matters is a non-profit organization that partners with the City of Chicago, the Chicago Public Schools, the Chicago Park District, and the Chicago Public Library to expand out-of-school opportunities for Chicago teens. The program was founded ten years ago with Gallery 37, an apprenticeship program that paired youth with skilled artisans. In 2000, in the wake of this program's success, Mayor Richard Daley charged city institutions to assist After School Matters in providing a network of specialized opportunities, focused on job training, for Chicago's youth.

Through innovative networking, this partnership has been able to reach thousands of Chicago's teens with little transfer of funds between entities; much of the funding is in-kind support from the schools and parks. After School Matters is currently serving 10-15% of Chicago's youth ages 14-21, and has been mandated by the city to reach 50% by 2005.

To learn more about After School Matters, visit their website, www.afterschoolmatters.org.

much beyond current levels, but some other program approaches may more readily lend themselves to being scaled up.

The city should also encourage and build upon the existing multi-sector partnerships that already creatively approach these challenges, and special emphasis should be placed on engaging those sectors that have not yet participated, emphasizing the many ways in which their participation can make a meaningful difference both to teens and to the quality of their own experiences. More can and should be done to foster new creative partnerships, further engaging the business community (future employers of many of Boston's teens), local colleges and universities, and city resources. Businesses can be reminded that these teens represent their future workforce, and provide more internships and career days, and engender a greater sense of connection between the business and out-of-school time sector.

The engagement of Boston's many institutions of higher education should continue to be developed. These institutions have provided and can continue to offer tutors and other volunteers, specialized training, and strategic research and evaluation that shape public policy. Boston's numerous cultural institutions also offer young people opportunities to create and participate in arts and cultural learning experiences, and this sector should be encouraged to do even more.

Finally, innovative partnerships that leverage city resources must continue to be supported and developed. Several of Boston's environmental teen out-of-school time programs provide excellent examples of leveraging city resources. Many of Boston's Community Centers are important hubs for the provision of a broad and diverse array of youth programming. Further opportunities to maximize use of city resources for teen engagement during afternoons, weekends, and summers should continue to be explored, including continued and increased use of parks, libraries, community centers, and other public spaces.

Only by coming together in partnership can Boston rise to the challenge of improving and expanding the landscape of out-of-school time programming and meet the diverse needs of all of the City's teens.

## *Build the Sector's Capacity*

It is crucial to build the capacity of the out-of-school time sector to support the growing need for out-of-school time programs for Boston's teens. Following are a number of steps that should be taken in order to strengthen the entire sector's capacity to support expanded and improved teen out-of-school time programming.

**Develop a Long-Term Vision for Teen Out-of-School Time Programs**

A uniting and cohesive vision for teen programming should be created that addresses the critical components of effective teen programming, outlines how these goals can be achieved, and recognizes the unique and various needs of Boston's teens.

Teens need, want and demand something different in their out of school time activities than elementary school aged children, and Boston's vision for success in teen out-of-school time opportunities must address this reality. Boston's vision should define what success in teen out-of-school time opportunities and offerings in Boston would look like, while at the same time inspiring teens, providers, parents, schools, businesses, and players from many other sectors to help realize this vision.

Specifically, elements of Boston's vision for teen out-of-school time opportunities might include:

- A broad, flexible, and dynamic definition of what is meant by teen out-of-school time opportunities, including the need to promote evening, weekend and summer opportunities for teens, and recognition of the value of a range of structured and drop-in opportunities;
- A commonly-accepted definition of the important elements of quality out-of-school time programming, with recognition of the need for broad and diverse program offerings to appeal to the differing needs and interests of Boston's teens;
- Specific, measurable goals for the range and number of teens engaged in out-of-school time programs; and
- A definition of the outcomes that Boston hopes to achieve for its teens through these opportunities.

The creation of a long-term vision for out-of-school time teen opportunities in Boston should involve teens, parents, and players from many sectors, so that each stakeholder recognizes the important role they have to play in supporting Boston's teens. These constituents should work together to ensure the availability of an array of compelling and high quality out-of-school time opportunities for teens. Funders and providers should take advantage of this opportunity to overcome the perceived disconnect between the two groups described in this report, and agree on

**Lessons Learned from Boston's Environmental Youth Development Providers**

- Employ hands-on approach
- Consider payment of stipend when appropriate
- Serve teens with regularly scheduled programming
- Allow teens the opportunity to select topics and programs they are passionate about
- Offer youth increasing leadership role
- Pursue partnerships to approach teens' needs systemically

the definition of quality programming and how it should be measured.

Embracing Boston's distinct neighborhoods and ethnic diversity, Boston's vision for teen out-of-school time opportunities should be neighborhood based, supporting multiple programs and activities in all neighborhoods to promote accessibility and variety. The vision should also incorporate an understanding of the role that youth employment and school-to-work internships can and should play in positive youth development. Above all, the vision should support a range of options that engage and reflect the voice of teens in shaping content and structure.

The Citywide Strategy for Youth Development has already accomplished much in establishing a vision for the teen out-of-school time sector, and the vision for teen programming recommended in this report should leverage the goals, strategies, and research achieved through this effort (for more information on the Citywide Strategy for Youth Development, see page 62). Furthermore, Boston's vision for the teen out-of-school time sector should be integrated into a broader vision for the out-of-school time sector that encompasses all ages and hours of out-of-school time. In May 2000, the Mayor's Task Force articulated a vision for the out-of-school time sector in Boston in "Schools Alone Are Not Enough: Why Out-of-School Time Is Crucial to the Success of Our Children." Boston's After-School for All Partnership's Learning Goal Working Group recently advocated for a vision that defines "learning" during out-of-school hours.[31] It is now time to build on the efforts of the Citywide Strategy for Youth Development, the Mayor's Task Force, and Boston's After-School for All Partnership and focus on the particular challenges, needs, and potential of Boston's teens.

**Create Citywide Standards for All Teen Programs**

The development of a vision for teen out-of-school time opportunities in Boston will inspire and unite many stakeholders. The translation of this vision into standards will provide an important and helpful mechanism for helping providers to translate this lofty vision into the implementation of quality programming for teens.

Standards should incorporate youth development principles that are age-specific to teens, and should allow for, support, and promote a broad and diverse array of programming and activities. Teens need and want to make their own decisions about how they spend their out of school time; they need and deserve a range of quality options from which to choose. These standards should provide definitions of the fundamental characteristics of quality programming, while empowering providers with the autonomy to design their own unique and varied programs.

"The development of citywide standards is critical for the promotion of positive youth development as a support for academic achievement." - *Promoting Positive Youth Development as a Support to Academic Achievement* (61)

In developing these standards for quality programming, it is crucial once again that all

[31] *Strategies for Success: Strengthening Learning in Out-of-School Time.* Executive Summary of Learning Goal Research. Boston After-School For All Partnership. June, 2003.

constituents in the out-of-school time sector are included in the process. Teens and providers should provide input from the standpoint of their immediate experiences, and funders should offer insights into how standards can dovetail with their grantmaking priorities. During the course of TDC's research, we heard widespread consensus about the key elements of quality effective teen out-of-school time programming; this consensus can be built upon in the development of standards

These standards should provide inspiration, guidance, and quality control for teen service agencies, and should not be used as a tool against them. Providers should be allowed a window of time in which to transition their programs to meet the standards, and experts should be engaged to design and support the standard-setting process.

The development of standards should also include the determination of metrics by which programs and funders can understand the success of programs and the impact of these standards. Providers have long reported difficulty in measuring outcomes, and it is incumbent on both funders and providers to determine methods for assessing quality and success in programs. The development and promulgation of standards for quality youth programming will also be helpful to providers and their funders as they grapple with the important issues of identifying and tracking program data.

**Convening and Standard-Setting: Lessons Learned from Kansas City**

Kansas City's YouthNet is a nonprofit organization that works to improve opportunities available to Kansas City's young people by promoting quality youth development programs that occur in the after-school hours. They do not provide any youth programs themselves, but instead support the work of a number of existing community-based agencies whose missions include serving children, youth, and families. One key strategy YouthNet pursued was creating and implementing a common set of standards of quality performance for youth programs.

What YouthNet did to establish school-age standards:

- Facilitated an eight-month standard design process with young people, parents, youth-serving agencies, public and private funders, and other stakeholders.
- Started with National School-Age Care Alliance (NSACA) standards and then incorporated youth development language.
- Consulted with experts in group facilitation to design the process by which the group would make decisions. Each standard was voted on by the group and had to be approved by consensus.

What YouthNet did to create teen standards:

- Surveyed young people to find out what they looked for in a program, including safety, types of activities and other factors that may affect their attendance and participation in the program.
- Based on survey results, as well as input from practitioners, created their own framework.
- Circulated draft standards among six groups of young people and 19 collaborating agencies for feedback, then incorporated their ideas.

**Improve the Infrastructure Supporting Teen Providers**

Teens need a mix of structures and support as they age; similarly, the teen out-of-school time sector needs structures and support as it is "coming of age." Teen program providers need these structures and supports to help them achieve the quality standards detailed above; it is unfair and unrealistic to hold providers accountable for achieving high standards without equipping them with adequate resources and supports.

> "Boston has a wealth of resources for the out-of-school time sector. The problem is that they exist in a labyrinth, not a network."
> -Mark Smith, Massachusetts Cultural Council

Feedback from providers and other key informants highlighted the need to continue to enhance the teen out-of-school time infrastructure, and build the capacity of providers so that they can offer quality programs run by skilled staff. Many elements of this infrastructure already are in place or emerging—what is needed is a systemic approach to coordinating services, information and resources. The infrastructure should be nimble and flexible to support the varying and evolving needs of sector providers. In the report *Strategies for Success: Strengthening Learning in Out-of-School Time*, Boston's After-School for All Partnership articulated this out-of-school time infrastructure as "a coordinated strategy to bring together multiple services, a clearinghouse for information and materials, and leverage for additional connections and resources."[32]

Below, recommendations for particular elements of infrastructure support for the teen out-of-school time sector are highlighted:

- Facilitate communication, coordination, and networking through a central hub
- Support a clearinghouse of

**Building Boston's After-School Enterprise**

Building Boston's After-School Enterprise (BASE) is a grant from the Robert Wood Johnson Foundation recently awarded to the Boston After-School for All Partnership to engage in efforts in three areas—Expanding Access, Building Data Systems, and Improving the After-School System.

**Expanding Access:** Making strategic investments to stabilize, improve, and expand the after-school sector through capacity building. Funds from the grant are awarded to the three existing Partnership Initiatives to provide technical assistance to Initiative grantees.

**Building Data Systems:** Creating a new citywide data collection and analysis system to better inform the development of the after-school sector. This system will have the function to provide regular updates on supply and demand in the field, resources for parents and providers, and regular state of the field reports.

**Improving the After-School System:** Building on, coordinating, and expanding Boston's out-of-school time sector to develop a permanent, comprehensive, citywide after-school system that will ensure long-term leadership and sustainability for the sector.

[32] *Strategies for Success: Strengthening Learning in Out-of-School Time*, 9. This report also noted that, "Through focus groups and extensive interviews, many providers have called for a more organized system of information sharing, coordination and distribution of resources and technical assistance to assist OST programs in developing (their) capacity." 8.

information on teen out-of-school time options
- Identify and expand financial resources

*Facilitate Communication, Coordination, and Networking Through a Central Hub*
In TDC's focus groups with providers, participants reported a need for a central hub to promote networking. Some subsets of the sector, including the arts and environmental programs, have more developed networks than others, and demonstrate how enhanced practices and partnerships can result from ongoing coordination and communication.

This need for a central hub is also experienced by the out-of-school time sector as a whole, and is one of the factors driving Boston's After-School for All Partnership's BASE effort to create a more coordinated and expanded citywide system (for more information on BASE, see page 86). The creation of a centralized information source and network for the out-of-school time sector will allow teen providers to take much needed steps to increase opportunities for dialogue, to share best practices, combine recruitment efforts, and develop strategic partnerships with each other and other stakeholders. This will also provide a setting for communication with peers who run programs for younger youth to discuss recruitment possibilities and transitioning younger youth into teen programs.

*Support a Clearinghouse of Information*
This research revealed that there is no existing comprehensive list of teen out-of-school time opportunities, making efforts to analyze capacity and demand all the more challenging. Looking to the future, an online database and clearinghouse of information is a critical tool to promote awareness of teen opportunities. Increased, coordinated efforts to track data on providers and participants will help document participation and the achievements of the out-of-school time sector.

The city's YouthZone, which includes contact information for many programs, is a good start. Boston's After-School for All Partnership's Building Boston's After-School Enterprise (BASE) project, which includes the development of a citywide-data-collection and analysis system also offers great promise. Efforts towards a clearinghouse of information should build on the work started by BASE.

**Data Collection and Tracking: Lessons Learned from Springfield**

In collaboration with the Springfield Public Schools, the Springfield's Parks and Recreation Department received a 21st Century Community Learning Centers grant and provides out-of-school time programs at six public school buildings throughout the city, as well as summer programs. The Parks and Recreation Department has spearheaded a massive data collection and tracking effort to improve out-of-school time options for young people. Their REACH database houses information on over 7,000 youth and allows administrators to specify exactly how many youth (and which youth) are participating in which programs.

Recently, the REACH database has been connected to the public schools' database, allowing administrators to view school attendance records and academic performance of young people involved in after-school programs. This is a crucial link for after-school programs as they strive to connect after-school participation with increased academic achievement.

In addition to housing student data, the REACH database is also used to centralize and track after-school provider data. Agencies are given a password with which they can access the database and update their information in real time. This information is publicized via "Infostations" or kiosks located in high pedestrian areas throughout the city such as malls and banks. Users can query the database by neighborhood, program name, gender, and age to find a suitable out-of-school activity.

*Develop Professional Training Grounded in Youth Development Principles*

Teens, providers, and out-of-school time experts all agree that the most critical factor in a teen's decision to participate and remain in a program is the quality of the staff. Positive and supportive relationships with adults promote resiliency in youth and reduce risk factors. Support and training for staff must be a high priority, and should be tied to citywide standards.

Recognizing the unique training needs and challenges of those serving teens, professional development should be grounded in a strong youth development framework. This training should be encouraged (or possibly required) for any person who works with teens, including program providers, coaches, and youth workers. Due to the increasing ethnic diversity in Boston's teen population, training should include cultural and gender sensitivity, and should teach providers about how to work with different populations. These efforts should build on the work of Achieve Boston, a newly launched resource that aims to create an infrastructure to support access to high-quality training and professional development opportunities for after-school and youth workers in Boston.

*Identify and Expand Financial Resources*

Programs need to have longevity to retain teens. During this research process, many participating programs were in jeopardy of significantly scaling back or closing due to budget cuts. In this era of cutbacks, it will be important to advocate for sustainable financing for providers of teen programs, by identifying and accessing sources of public and private support and funding streams, such as multi-year grants, which recognize the time-intensive nature of youth development. Advocacy efforts will also be needed to secure the public revenue streams that teen out-of-school time programs require.

# VIII. CONCLUSION

More than any other city in the nation, Boston always has been—and remains— a national, even international, center of innovation. It has a remarkably dynamic business sector, diverse and lively neighborhoods, dozens of colleges and universities, world-renowned teaching hospitals, a uniquely vibrant cultural sector, and numerous other assets that can be applied to solving problems and embracing fresh opportunities. As such, Boston is uniquely equipped to respond to the call to action this report makes, and take on the challenge of meeting the needs of the city's teens.

An investment in young people—especially those on the verge of becoming contributing adults—is an investment in the future of our city. Recent studies have shown that Boston is starting to lose too many of its young adults to other cities that are more affordable, and seem to offer more opportunities. In the midst of this climate and this loss of human capital, investing in Boston's young people is not only the right thing to do—it's the smart thing to do. Today's teens are tomorrow's workers, voters, politicians, community leaders, and heads of families. If they have lived and been educated and nurtured here, they already have a deep investment in the community.

This report is a blueprint for continuing to build an array of out-of-school time opportunities for teens that are as innovative and strong as so many of Boston's other achievements. It comes at a crucial moment in the development of the sector—a window of opportunity during which an investment of time, attention and resources can make a crucial difference in the lives of thousands of Boston's teens and, as a result, to Boston's future. This city's teen population is large, diverse, growing, and facing increasing pressure to earn money, perform academically, and prepare for the demands of adulthood.

Boston has a long history of creating model programs for other cities to follow. In the area of out-of-school time programs for teens, this city can learn from promising city-wide efforts in other metropolitan areas across the country—from Kansas City's standards-setting process to data collection efforts in Springfield, Massachusetts, to Chicago's strong and effective partnership model. In addition, New York City and Chicago have experimented with extended hours of programming for teens on nights and weekends. Boston can benefit from the strengths and experiences of these efforts and others, and then go on to create *new* models from which other cities can learn.

This call to action on behalf of Boston teens goes out not only to teens, parents, and providers, but also to this city's policymakers, funders, entire nonprofit community, civic leaders, businesses, colleges, universities, trade schools, and cultural organizations—to all those who have a stake in the future of this city. The city's unique assets and ongoing commitment to innovation provide a strong foundation as we approach this unprecedented moment of challenge and of opportunity.

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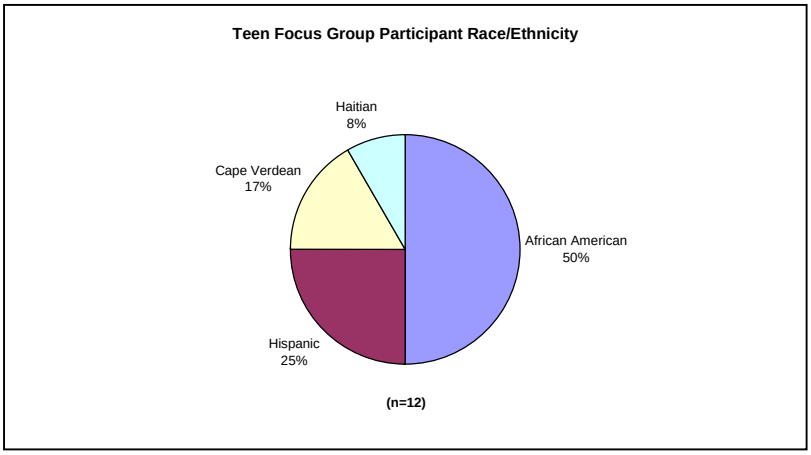
- ENVIRONMENTAL PROVIDER FOCUS GROUP PARTICIPANTS

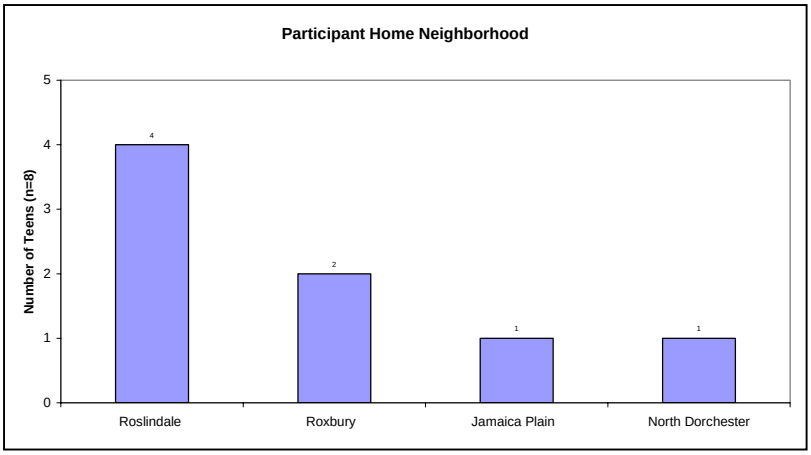
## A. WHAT TEENS WANT AND NEED

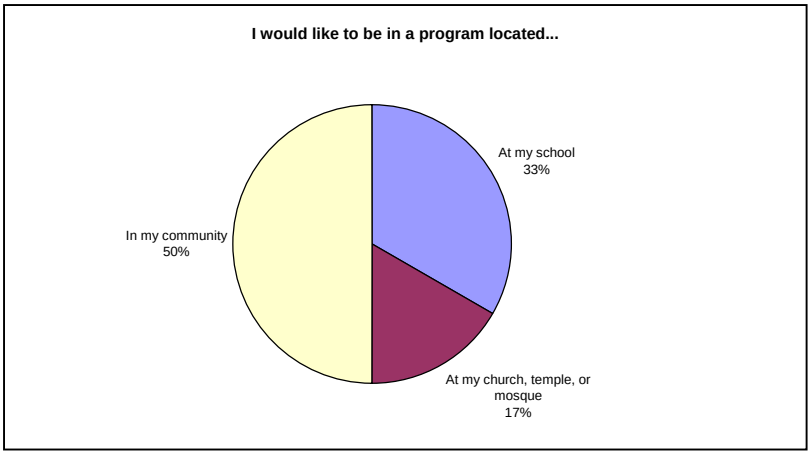
### *Teen Focus Group Protocol*

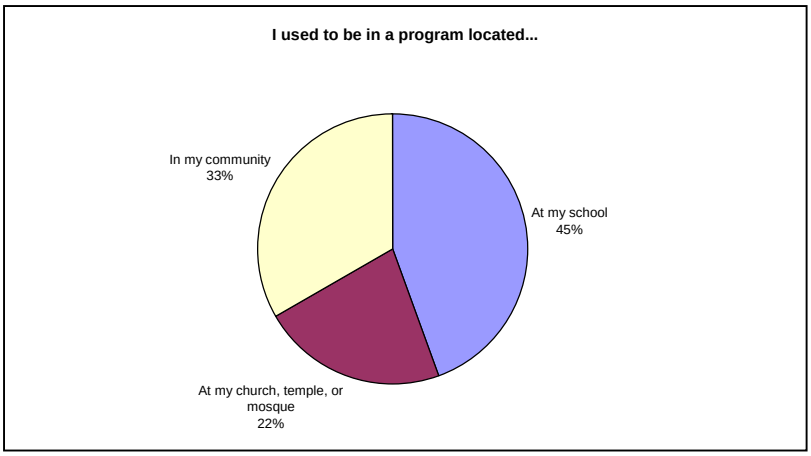
1. Have you participated in any after-school programs in the last year?
2. Did you participate in an after-school program in elementary or middle school?
3. What do your friends do after-school? Are any of them in an after-school program?
4. Do your parents want you to be in an after-school program? If so, what kinds of programs do they want you to join?
5. If Yes: What did you like? What didn't you like? What could make them better?
6. If Yes: How did you find out about these programs? If a program wanted to let you know about its existence, what would be a good way? (prompt: online? Teacher? Posters?)
7. Have after-school programs made a difference in your life? How so?
8. If No: Why haven't you participated in any after-school programs? (prompt: transportation, turf issues, not aware, not interested, too busy, can't afford it, parents say no, my friends don't go there, etc.) What limits your ability to participate?
9. If No: How do you spend your time between 2pm and 6pm on most days?
10. What kind of a program or activity would make you want to participate? What factors are most important?
11. What makes you feel safe?
12. Are there particular skills or activities you would like to work on? (e.g., MCAS or college prep) What skills do you need to learn to achieve your dreams?
13. What kind of help would you need to be able to participate in such a program? (dollars? Transportation? Help with baby-sitting?)
14. Would you like this program to be located in your neighborhood? Elsewhere?

# *Teen Focus Group Demographics*



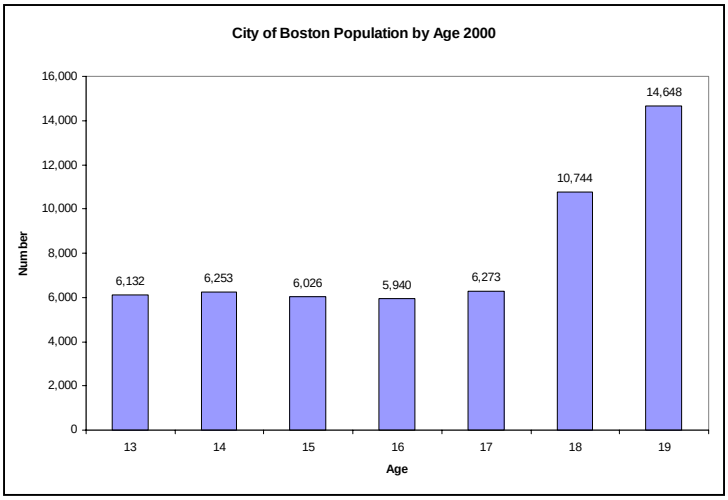



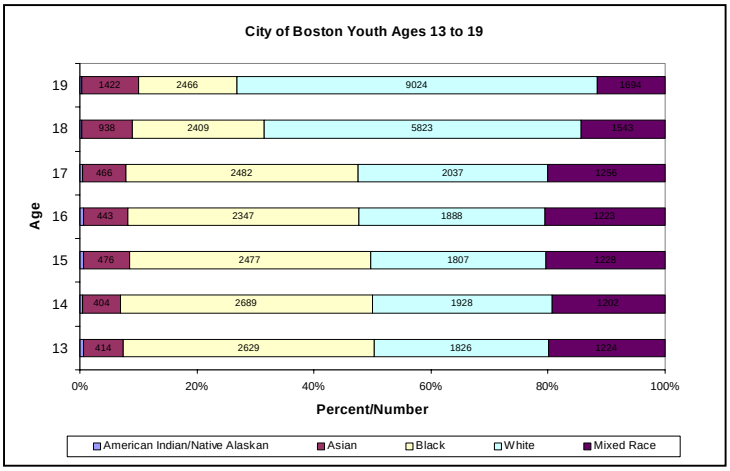

I used to be in a program located...
In my community
33%
At my school
45%
At my church, temple, or
mosque
22%

# B. A DEMOGRAPHIC SNAPSHOT OF BOSTON'S TEENS

## *Additional Demographic Findings*




Source: Census 2000

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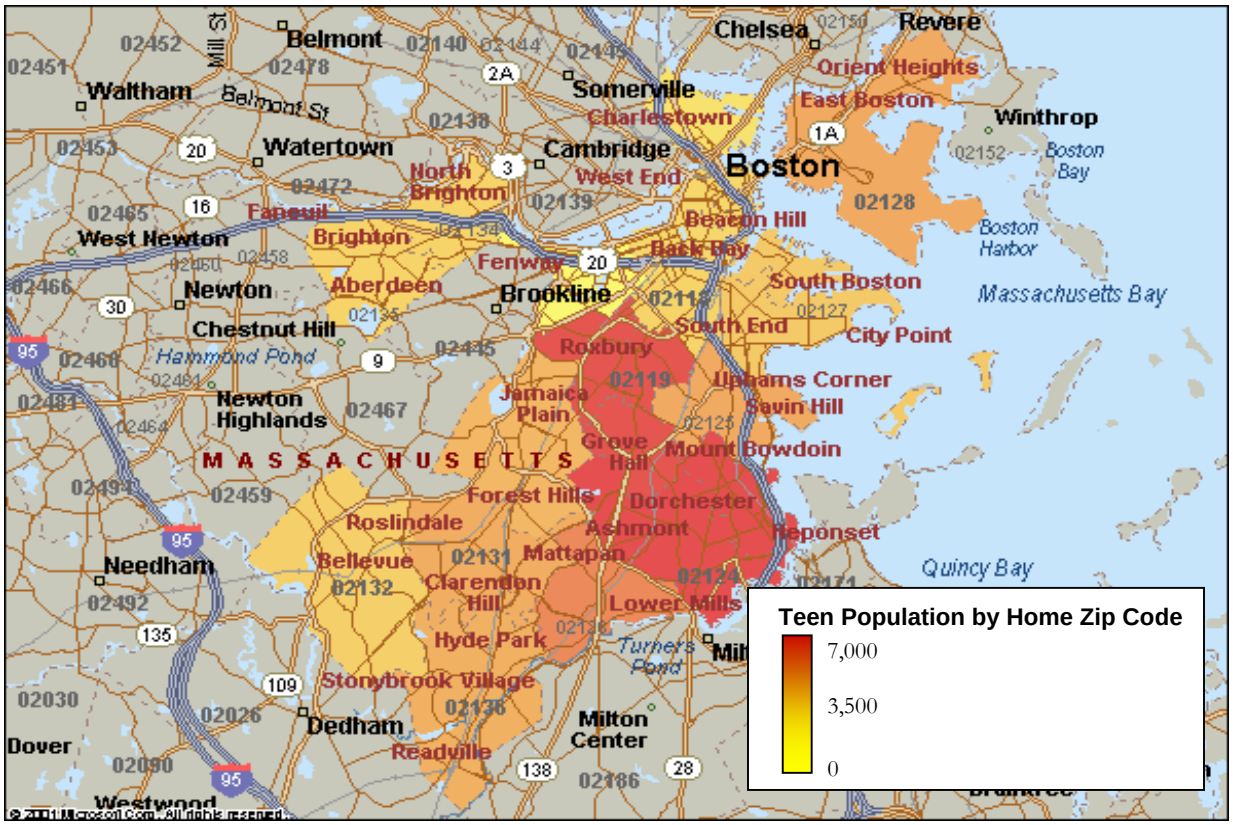
Teen Population by Home Zip Code
7,000
3,500
0
Belmont
Chelsea
Revere
Waltham
Somerville
Orient Heights
East Boston
Winthrop
Watertown
Cambridge
Boston
Boston Bay
Boston Harbor
Massachusetts Bay
West Newton
Newton
Brookline
South Boston
Chestnut Hill
Roxbury
City Point
Newton Highlands
Jamaica Plain
Uphams Corner
Savin Hill
Grove Hall
Mount Bowdoin
M A S S A C H U S E T T S
Forest Hills
Dorchester
Roslindale
Ashmont
Neponset
Needham
Bellevue
Mattapan
Quincy Bay
Clarendon Hill
Lower Mills
Hyde Park
Turners Pond
Stonybrook Village
Dedham
Milton Center
Dover
Readville
Westwood
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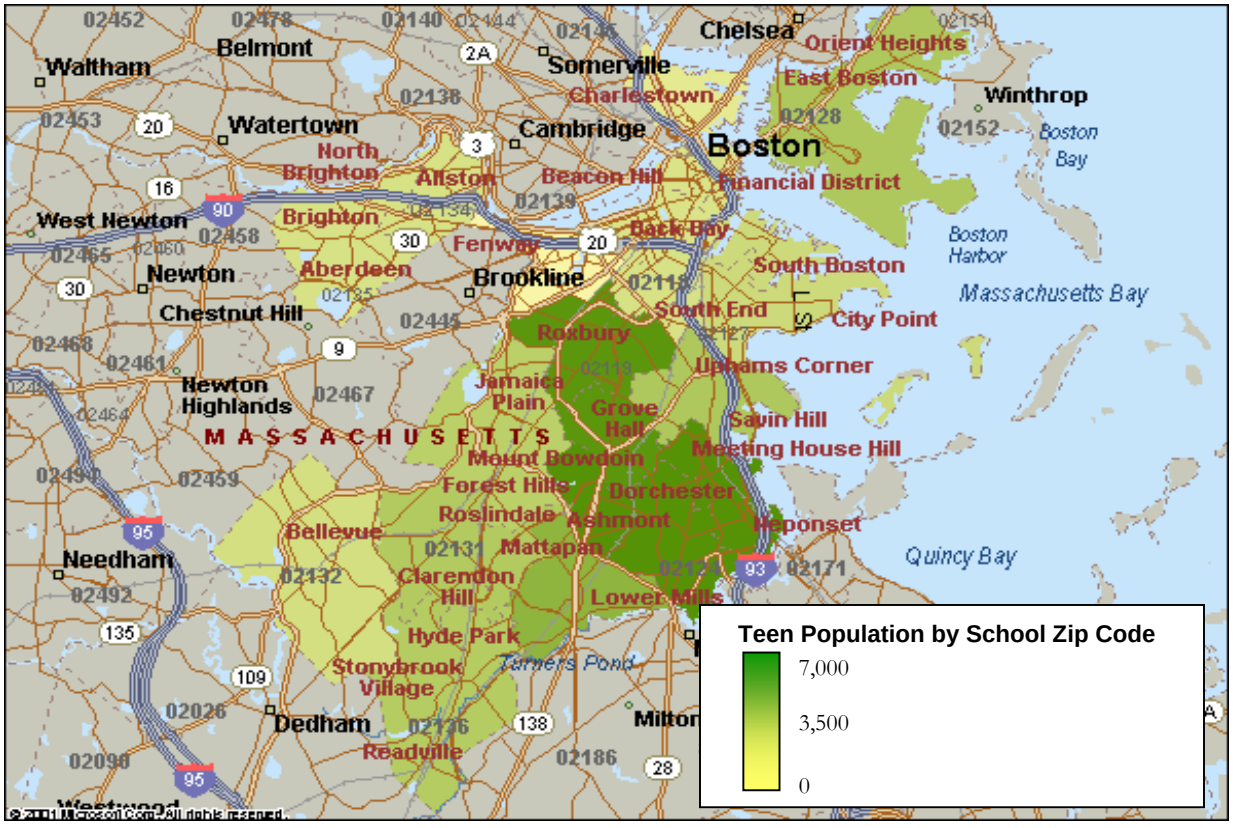
Teen Population by School Zip Code
7,000
3,500
0
Belmont
Chelsea
Waltham
Somerville
Orient Heights
East Boston
Winthrop
Watertown
Cambridge
Boston
Boston Bay
Boston Harbor
Massachusetts Bay
West Newton
Newton
Brookline
South Boston
Chestnut Hill
Roxbury
City Point
Newton Highlands
Jamaica Plain
Uphams Corner
Savin Hill
Grove Hall
Meeting House Hill
M A S S A C H U S E T T S
Mount Bowdoin
Forest Hills
Dorchester
Roslindale
Ashmont
Neponset
Needham
Bellevue
Mattapan
Quincy Bay
Clarendon Hill
Lower Mills
Hyde Park
Turners Pond
Stonybrook Village
Dedham
Readville
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# C. IS BOSTON READY TO RESPOND? THE CURRENT BOSTON TEEN AFTER-SCHOOL LANDSCAPE

## *Provider Survey*

Dear Provider,

We are writing to request your help in completing an important survey on after-school programs for Boston teens. This survey should take no longer than 20 to 30 minutes to complete.

As you may know, Boston's After-School for All Partnership is a public-private venture that was founded in 2001 by the City of Boston and several of the area's largest philanthropic institutions and corporations. Members of Boston's After-School for All Partnership support three common goals:

1. To significantly expand the availability of high-quality after-school and summer programs for children in Boston;
2. To support the academic achievement and positive development of children by helping providers in their efforts to integrate enrichment activities into their programs; and
3. To facilitate the development of sustainable, significantly increased streams of public and private resources to fund a system of after-school and summer programming in Boston.

To date, a large part of Boston's After-School for All Partnership's efforts have focused on the needs of children aged 5 through 12; the Partnership's Teen Initiative Committee is especially interested in focusing attention on teens, an overlooked population in need of age-appropriate after-school programming.

This survey is part of a larger study commissioned by the Partnership's Teen Initiative focusing on after-school opportunities for teenagers in Boston; the study will inform the Partnership's action in expanding the availability and range of after-school options for Boston's teens. Members of the Partnership include the Boston Foundation, City of Boston 2 to 6 initiative, The Hyams Foundation, Massachusetts Cultural Council, Merck Family Fund, and an anonymous foundation. Funders will use the data from this study to guide their future investments in after-school programming for teens in Boston.

The survey asks for basic quantitative data about ongoing after-school programs for teenagers within the City of Boston. We will follow up this survey with a series of focus groups with after-school providers to obtain a more detailed picture of the City's existing landscape of teen programs. We hope you will take the opportunity to speak with us further at that time about your program(s).

We know that you have many demands on your time. We strongly believe that taking the time to respond to this survey, which will play a critical role in helping us to expand after-school services for teens, is an extremely worthwhile investment of your time.

Should you have any questions about the Teen Initiative study, please feel free to contact Lindsay Halverson at lhalverson@tdcorp.org. Should you have any technical questions about the survey, please contact Kate Douglas at kdouglas@tdcorp.org.

Thank you for taking the time to participate in this important effort to expand after-school options for Boston's teens.

Sincerely,
The Teen Initiative Committee

**SURVEY INSTRUCTIONS**
We realize that many of you may offer more than one after-school program for Boston teens, and may have many program sites. Additional information about these sites will be critical to our understanding of which neighborhoods are in need of service. Please forward the link to this survey to the appropriate person at each program at each site.
As you fill out the survey, please submit the first survey for your primary program and site.

- If you offer **one program at one site**, fill out the proceeding survey and click "Submit Survey."
- If you have **more than one program at your site**, or offer other programs at other sites, click "Submit Survey." On the next page, you will be directed to click "I have another program." Please fill out the same questions for your additional programs. Please fill out one for each. Or, feel free to forward this survey to the appropriate person at each site.

Please exclude one-time programs or events from your responses. Also, we realize that programs are complex and multi-faceted, but please try to choose only one answer unless instructed otherwise.
Thank you for taking the time to complete the survey for each program and site; this will allow us to have a full picture of the landscape of after-school programs for teenagers in the City of Boston.

## BOSTON'S AFTER-SCHOOL FOR ALL PARTNERSHIP: TEEN INITIATIVE SURVEY

Please fill out one survey per program per site, or forward the survey to the appropriate person to do so. Information about each program at each site is critical to our understanding of which neighborhoods are in need of service. ***At the end of the survey, we will provide space for you to include any information about this program that you feel you were unable to convey elsewhere.***

## I. Your Teen Program

1. Please answer all of the following questions for the **after-school program** (exclude one-time programs for this and all questions) you offer for **City of Boston teenagers** (ages 13-19).

Organization Name _____

Program Name _____

Please check the site/ location (neighborhood) of **this** after-school program.

- ☐ Allston/ Brighton

- Back Bay/ Beacon Hill
- Central
- Charlestown
- East Boston
- Fenway/ Kenmore
- Hyde Park
- Jamaica Plain
- Mattapan
- North Dorchester
- Roslindale
- Roxbury
- South Boston
- South Dorchester
- South End
- West Roxbury

**2. Do most teens attend this program on a regular schedule (e.g. every Tuesday and Thursday) or on a drop-in basis?**

- Regularly
- Drop-in

**3. How many days a week do you offer this program?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7

**4. How many days a week does the average teen participate?**

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7

**5. Please choose the two areas of focus (if applicable) that best represent this program. Understanding that this program is multi-faceted, we have also provided space at the end of the survey for additional comments. If none of the choices reflect this program's focus, please select "Other" and write in a brief response in the box provided.**

**Focus A:**

__ Sports
__ Recreation
__ Arts and culture

__ Environment
__ General academic support
__ MCAS/ test-taking support
__ College prep
__ Technology/ computers
__ Healthy lifestyles promotion (e.g. substance abuse prevention, life skills, mental health)
__ Community service
__ Community organizing
__ Job training
__ Other _____

**Focus B:**

__ Sports
__ Recreation
__ Arts and culture
__ Environment
__ General academic support
__ MCAS/ test-taking support
__ College prep
__ Technology/ computers
__ Healthy lifestyles promotion (e.g. substance abuse prevention, life skills, mental health)
__ Community service
__ Community organizing
__ Job training
__ Other _____

6. Please choose the three approaches (if applicable) that best represent this program. Again, understanding that this program is multi-faceted, we have provided space for additional comments at the end of the survey. If none of the choices reflect this program's approach, please select "Other" and write in a brief response in the box provided.

Approach A:

__ Hands-on learning
__ Peer leadership
__ Tutoring
__ One-on-one mentoring
__ Service learning
__ Recreational
__ Instructional
__ Other _____

Approach B:

__ Hands-on learning
__ Peer leadership
__ Tutoring
__ One-on-one mentoring
__ Service learning

__ Recreational
__ Instructional
__ Other _____

Approach C:

__ Hands-on learning
__ Peer leadership
__ Tutoring
__ One-on-one mentoring
__ Service learning
__ Recreational
__ Instructional
__ Other _____

**7. Do you provide a stipend to teens?**

- Yes
- No
- Don't know

## II. Whom do you serve?

**8. What is the total number of teens this program can serve now on a WEEKLY basis?**

- 0
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-175
- 176-200
- 200+

**9. What is the total number of teens actually PARTICIPATING in this program on a WEEKLY basis?**

- 0
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-175
- 176-200

- ☐ 200+

**10. If you keep a formal waiting list for this program, how many teens are currently on it?**

- ☐ 0
- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 50+

**11. Do teens pay a fee or tuition to participate in this program?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**12. Do you feel that the fee or tuition is a barrier to teens participating in this program?**

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Not applicable (no fee/tuition)

13. How many teens (absolute number, not percentage) ages **13 to 19** do you serve annually with this after-school program? Only enter numbers below; please do NOT input letters or symbols.

_____

**Please answer the following questions regarding the** teens **you serve with this after-school program. Please enter your responses as a** percentage **of the teen population you serve. (For example, for 5%, enter 5.) Please do NOT enter letters or % symbols.**

- What percentage of these teens are female? _____ **%**
- What percentage of these teens are Asian? _____ **%**
- What percentage of these teens are Black or African American? _____ **%**
- What percentage of these teens are Hispanic or Latino? _____ **%**
- What percentage of these teens are White? _____ **%**
- What percentage of these teens are Mixed or Other Race/ Ethnicity? _____ **%**
- What percentage of these teens are gay, lesbian, bisexual, or transgendered? _____ **%**
- What percentage of these teens have "special needs" (including children on Individualized Education Plans (IEP), those with diagnosed disabilities, and/ or those with "perceived" disabilities)? _____ **%**
- What percentage of these teens do not speak English as their native language? _____ **%**
- Of the teens that do not speak English as their native language, what is the primary language spoken? Please check only one box.
  - ☐ Chinese
  - ☐ French Creole

- ☐ French (including Patois, Cajun)
- ☐ Italian
- ☐ Portuguese or Portuguese Creole
- ☐ Russian
- ☐ Spanish or Spanish Creole
- ☐ Vietnamese
- ☐ Other _____

**14. Please check the neighborhoods in which your teens live (check all that apply to this program at this site):**

- ☐ Allston/ Brighton
- ☐ Back Bay/ Beacon Hill
- ☐ Central
- ☐ Charlestown
- ☐ East Boston
- ☐ Fenway/ Kenmore
- ☐ Hyde Park
- ☐ Jamaica Plain
- ☐ Mattapan
- ☐ North Dorchester
- ☐ Roslindale
- ☐ Roxbury
- ☐ South Boston
- ☐ South Dorchester
- ☐ South End
- ☐ West Roxbury

**15. Of the teenagers you serve in this program, how many are not enrolled in school at all?**

- ☐ Don't know
- ☐ 0
- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100
- ☐ 101-125
- ☐ 126-150
- ☐ 151-175
- ☐ 176-200
- ☐ 200+

**16. Of the teenagers you serve in this program, how many are adjudicated (court-involved) youth?**

- ☐ Don't know
- ☐ 0
- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100

- ☐ 101-125
- ☐ 126-150
- ☐ 151-175
- ☐ 176-200
- ☐ 200+

**17. Do you have plans to expand your after-school teen programming?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**18. If so, by approximately how many teens?**

- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100
- ☐ 101-125
- ☐ 126-150
- ☐ 151-175
- ☐ 176-200
- ☐ 200+

**19. Do you offer regular, structured programs for teenagers during the summer (i.e., not one-time events or activities)? If so, how many teens do you serve in the summer?**

- ☐ No, we don't offer programs in the summer.
- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100
- ☐ 101-125
- ☐ 126-150
- ☐ 151-175
- ☐ 176-200
- ☐ 200+

**20. If additional funds were available, how would you use them to support expansion of your after-school programming for teens? Please limit your response to a short paragraph.**

_____
_____
_____
_____
_____
_____
_____
_____

**21. Please use the space below to provide any additional information about this program that you believe is crucial to our understanding of your responses above or this program in general.**

_____
_____
_____
_____
_____
_____
_____
_____

## *III. Your Organization*

**22. What type of organization are you?**

- ☐ Nonprofit
- ☐ For-profit
- ☐ Government
- ☐ Volunteer
- ☐ School
- ☐ Other _____

**23. What are your organization's annual revenues?**

- ☐ $0
- ☐ $1-250,000
- ☐ $250,001-500,000
- ☐ $500,001-750,000
- ☐ $750,001-1,000,000
- ☐ $1-2M
- ☐ $3-4M
- ☐ $4-5M
- ☐ $5M+

**24. The goal of this survey is to collect basic quantitative data from teen after-school providers to inform funders' future investments. To complement the data you've kindly provided us, we would like the opportunity to talk with you about more qualitative aspects of this program. We realize that there are numerous issues that we cannot cover in a survey, and hope you would be willing to speak with us further in a focus group format. If so, please provide the following information for the person likely to participate in the focus group:**

NAME: _____

EMAIL: _____

PHONE: _____

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Below are two questions we plan on asking in the focus groups we mentioned above. Please feel free to respond to them in the space below (these are optional questions).

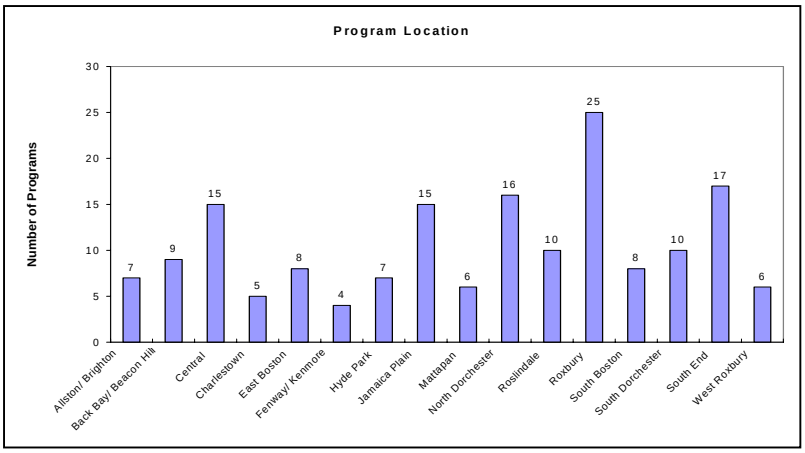
**25. In your opinion, what (if any) are the issues that keep teens from participating in your after-school program?**

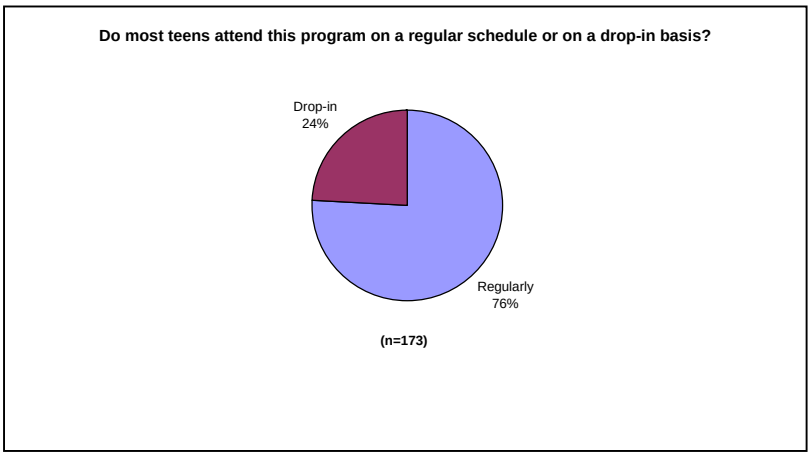
_____
_____
_____
_____
_____
_____
_____

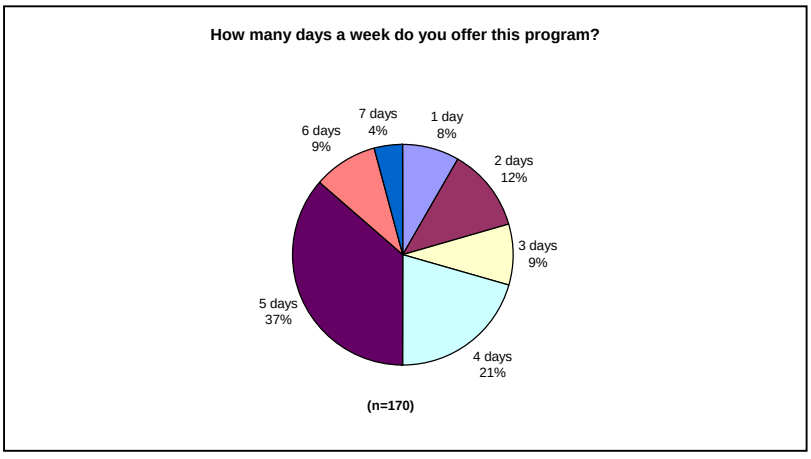
**26. What do you think are the most appealing aspects to teens when they consider after-school programs?**

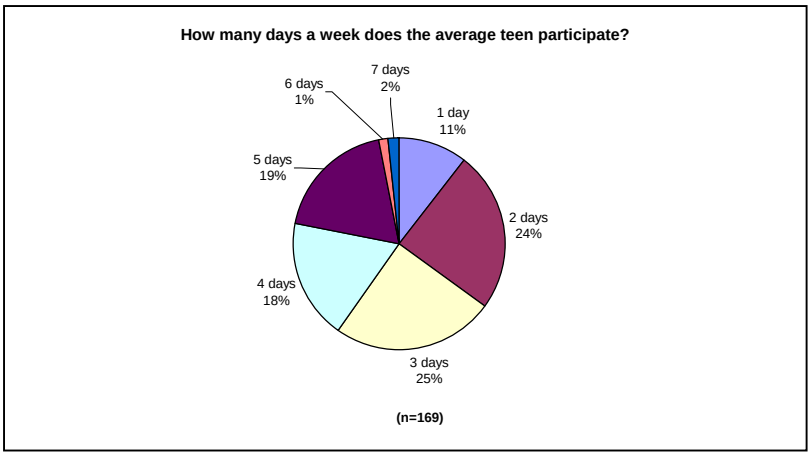
_____
_____
_____

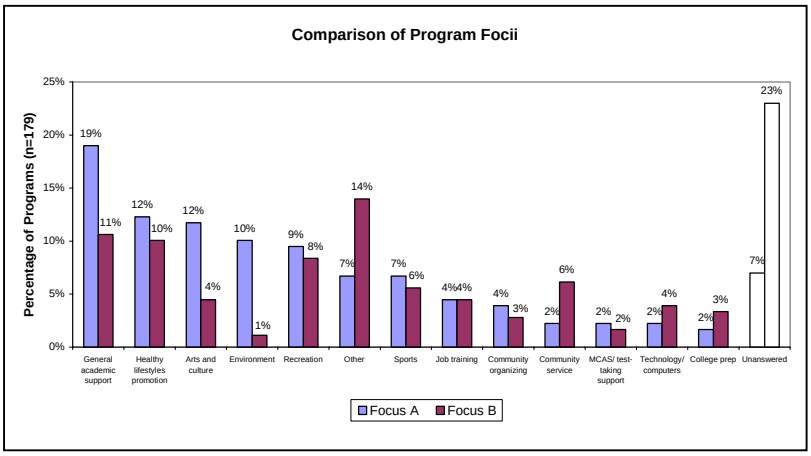
# *Additional Provider Survey Data*

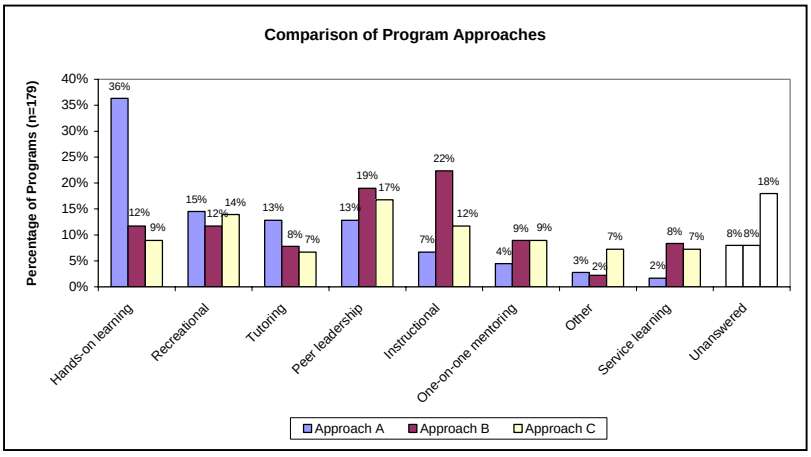


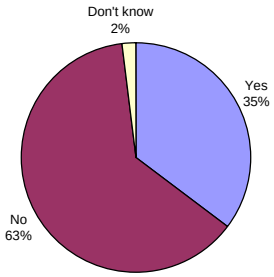




How many days a week does the average teen participate?
7 days 2%
6 days 1%
1 day 11%
5 days 19%
2 days 24%
4 days 18%
3 days 25%
(n=169)


Comparison of Program Focii
Percentage of Programs (n=179)
25%
20%
15%
10%
5%
0%
19% 11%
12% 10%
12% 4%
10% 1%
9% 8%
7% 14%
7% 6%
4% 4%
4% 3%
2% 6%
2% 2%
2% 4%
2% 3%
7% 23%
General academic support
Healthy lifestyles promotion
Arts and culture
Environment
Recreation
Other
Sports
Job training
Community organizing
Community service
MCAS/ test-taking support
Technology/ computers
College prep
Unanswered
Focus A
Focus B

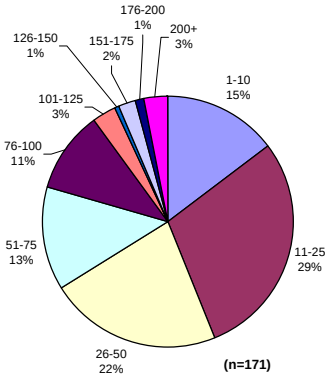

Comparison of Program Approaches
Percentage of Programs (n=179)
40%
35%
30%
25%
20%
15%
10%
5%
0%
36% 12% 9%
15% 12% 14%
13% 8% 7%
13% 19% 17%
7% 22% 12%
4% 9% 9%
3% 2% 7%
2% 8% 7%
8% 8% 18%
Hands-on learning
Recreational
Tutoring
Peer leadership
Instructional
One-on-one mentoring
Other
Service learning
Unanswered
Approach A
Approach B
Approach C

**Do you provide a stipend to teens in this program?**



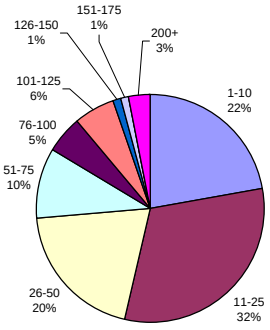

**(n=162)**

**What is the total number of teens this program can serve now on a weekly basis?**



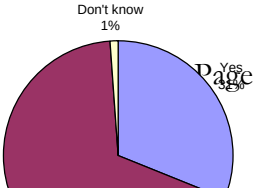

**(n=171)**

**What is the total number of teens actually participating in this program on a weekly basis?**

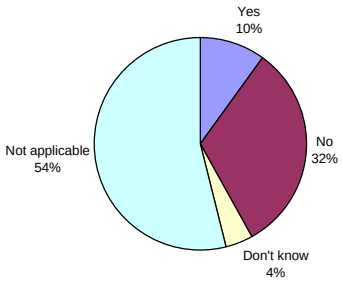



**(n=170)**

**Do teens pay a fee or tuition to participate in this program?**

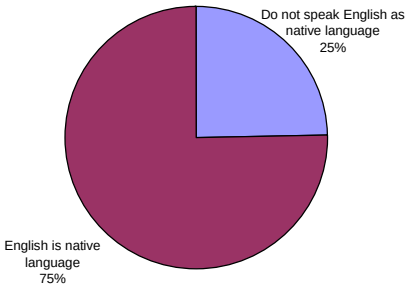


**Do you feel that the fee or tuition is a barrier to teens participating in this program?**

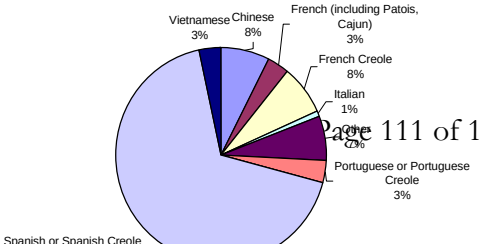


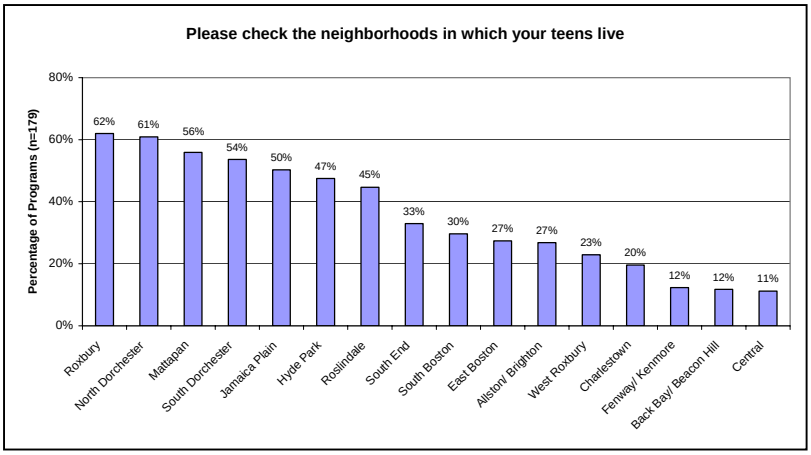

**(n=169)**

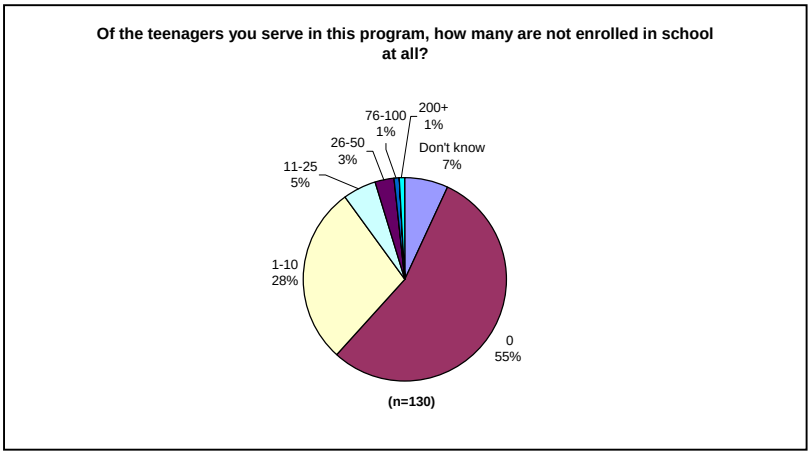
**What percentage of the teens do not speak English as their native language?**

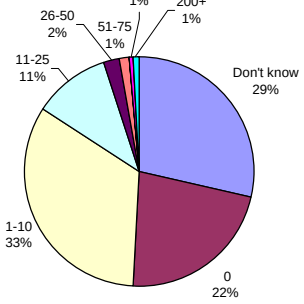



**Of the teens that do now speak English as their primary language spoken?**



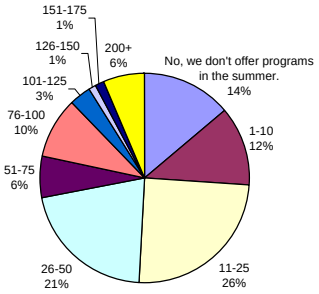

Please check the neighborhoods in which your teens live
Percentage of Programs (n=179)
80%
60%
40%
20%
0%
62%
61%
56%
54%
50%
47%
45%
33%
30%
27%
27%
23%
20%
12%
12%
11%
Roxbury
North Dorchester
Mattapan
South Dorchester
Jamaica Plain
Hyde Park
Roslindale
South End
South Boston
East Boston
Allston/ Brighton
West Roxbury
Charlestown
Fenway/ Kenmore
Back Bay/ Beacon Hill
Central


Of the teenagers you serve in this program, how many are not enrolled in school at all?
200+ 1%
76-100 1%
26-50 3%
Don't know 7%
11-25 5%
1-10 28%
0 55%
(n=130)

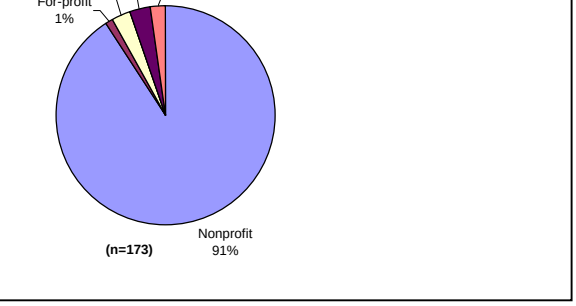


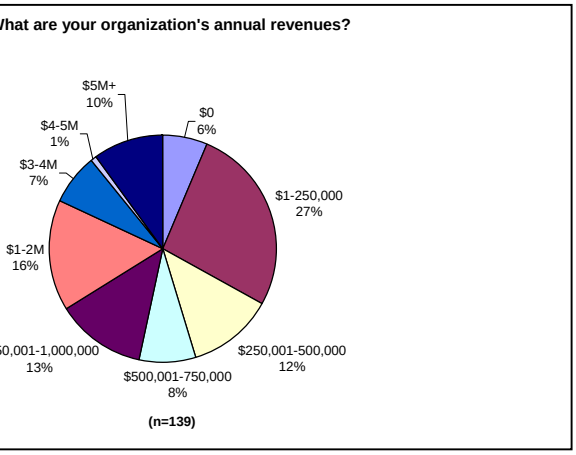

(n=140)

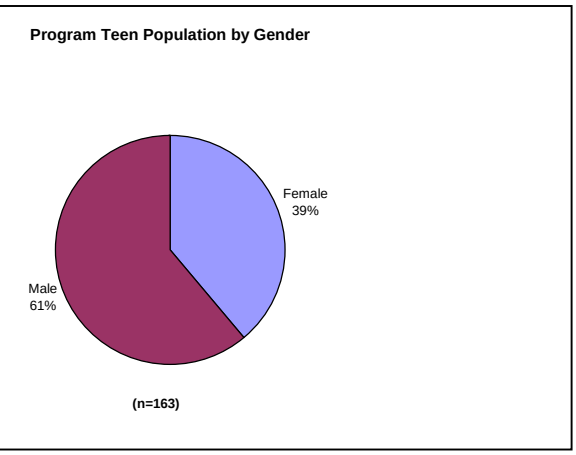
**Do you offer regular, structured programs for teenagers during the summer? If so, how many teens do you serve in the summer?**

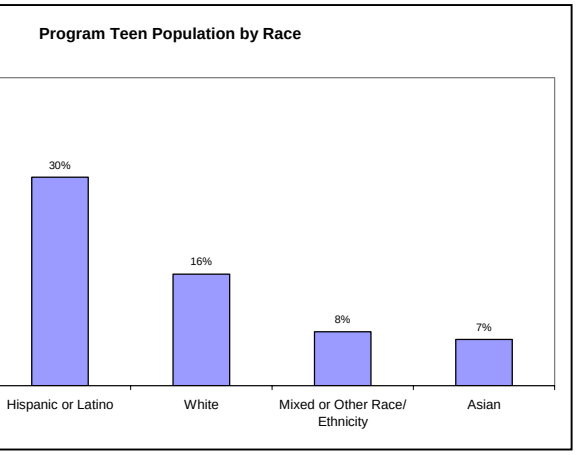



(n=157)


For-profit
1%
Nonprofit
91%
(n=173)


What are your organization's annual revenues?
$5M+
10%
$0
6%
$4-5M
1%
$3-4M
7%
$1-250,000
27%
$1-2M
16%
$750,001-1,000,000
13%
$250,001-500,000
12%
$500,001-750,000
8%
(n=139)


Program Teen Population by Gender
Female
39%
Male
61%
(n=163)


Program Teen Population by Race
Percentage of Teens Served (21,798)
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
42%
30%
16%
8%
7%
Black or African American
Hispanic or Latino
White
Mixed or Other Race/ Ethnicity
Asian

## *List of Survey Respondents*

Organization and Program name included; organizations with more than one program included for each program and neighborhood.

| ORGANIZATION | Program |
|---|---|
| 4-H Youth and Family Development Program/UMass Extension | Boston 4-H Urban Stewards |
| 4-H Youth and Family Development Program/UMass Extension | Boston 4-H Urban Stewards |
| 96 Inc | Community Arts for Young People |
| Agassiz Community Center | Teen Center |
| Allandale Farm | Allandale Farm Outdoor Summer Program |
| Alliance for Inclusion and Prevention (AIP) | AIP Afterschool Program |
| Allston Brighton Community Development Corporation | TechTime Web Design After School Program |
| Alternatives for Community & Environment | Roxbury Environmental Empowerment Project |
| Anchor Literacy Academy | Mentors of Violence Prevention |
| Anthony Perkins Center for Youth & Families | Young Leaders Mentoring Program |
| Archdale Community Center | Drop-in |
| Archdale Community Center | Girls Program |
| Archdale Community Center | Making the Grade tutoring and Enrichment Program |
| Artists for Humanity | |
| Arts In Progress | Teen Arts Center |
| Asian Community Development Corporation | Berkeley Youth Gardeners |
| Bird Street Community Center | Youth Development |
| Blackstone Community Center | Girls Program |
| Blackstone Community Center | Youth Connection Program |
| BOSTON ARTS ACADEMY | B.A.A. afterschool program |
| Boston Asian Youth Essential Service | Thank Goodness it's for Teens (TGIF) |
| Boston Ballet | Taking Steps |
| Boston Center for the Arts | Fashion Design |
| Boston Center for the Arts | Mentorship Program |
| Boston Center for the Arts | Teen Theater Ensemble |
| Boston Center for Youth and Families | Boston Youth Connection |
| Boston Chinatown Neighborhood Center | Oak Street Youth Center |
| Boston Chinatown Neighborhood Center | Red Oak |

| | |
|---|---|
| Boston Higher Education Partnership | GEAR UP in Boston |
| Boston Higher Education Partnership | GEAR UP in Boston |
| Boston Learning Center | The BIFF Paradigm Project |
| Boston Minuteman Council BSA | Boy Scouts |
| Boston Nature Center | Teen Ambassador Program |
| Boston Nature Center | Youth Leaders |
| Boston Park Rangers | |
| Boston Private Industry Council | School-to-Career |
| Boston Public Health Commission | Boston Area Health Education Center |
| Boston Public Library | Homework Assistance Program |
| Boston Renaissance Charter School | Middle School Teen Enrichment Center |
| Boston Teen Challenge Fund Coalition | Youth Council |
| Boston TenPoint Coalition | DYS Hope Ministry |
| Bowdoin Street Health Center | "Sistahs on the Move & Boyz to Men" |
| Boys & Girls Club | Blue Hill Boys & Girls Club |
| Boys & Girls Clubs of Boston | Boys & Girls Clubs of Boston |
| Brighton-Allston Mental Health Association | Anchor Therapeutic After School Program |
| Catholic Charities d/b/a Laboure Center | South Boston T.E.A.M. |
| Catholic Charities of Greater Boston | Bowdoin St. Teen Center At St. Peters |
| Charlestown - Kent Community Center | Girls Program |
| Charlestown Boys and Girls Club | Teen Events |
| Chelsea Human Spaces Collaborative | Chelsea Green Space and Recreation Committee Youth Environmental Crew |
| Chinese Progressive Association | Chinese Youth Initiative |
| Citizen Schools | 8th Grade Academy |
| Citizen Schools | Citizen Schools |
| City of Boston Office of Cultural Affairs | Mural Crew |
| City School | Summer Leadership Program + school yr |
| Cleveland Marshall Community Center | Youth Connection |
| Codman Square Health Center | Breath of Life Dorchester |
| Community Rowing, Inc. | G-ROW BOSTON |
| Condon Community Center | Boston Centers for Youth and Families - Youth Connections |
| Curtis Hall | Open Gym |
| Department of Youth Services | Day Reporting Center |
| Dorchester Family YMCA | Youth Development Center |
| Dorchester House Multi-Service Center | ATLAS (Academics, Technology, Lifeskills, Arts, Sports) |
| Dorchester YMCA | Peer leadership |
| Dorchester YMCA | YWIRLS |
| EarthWorks Projects | |
| EBECC | ASPIRE |

| | |
|---|---|
| Ellis Memorial & Eldredge House, Inc. | Life Long Learning Empowers Teens (LLET) |
| English High Community Center | ACES (Afterschool Collaboration for Educational Success) |
| Family Service of Greater Boston | Media Literacy Project |
| Federated Dorchester Neighborhood Houses, Inc. | Art a la Carte |
| Food Project | Summer Youth Program |
| Friends of Young Achievers, Inc. | Young Achievers Science & Math Pilot School Seamless Day Program |
| Gallivan Community Center | Girls Program |
| GEAR UP in Boston | Gear Up Afterschool Program |
| Global Habitat Project | Greentimes |
| Harborside Community Center | Boston Youth Connection |
| Harborside Community Center | Harborside Teen Center/Recreation Program |
| Harvard University | GEAR UP |
| Higher Education Resource Center | Summer Program |
| Higher Education Resource Center (HERC), Boston site | Boston HERC Mentor Program |
| Home for Little Wanderers | Therapeutic After School Program |
| Hyde Park YMCA | Earth Service Corps |
| Hyde Park YMCA | fURNITURE aRT |
| Hyde Park YMCA | Outreach Department-Youth Development Center |
| Hyde Park YMCA | Step-Up |
| Hyde Park YMCA | Teen Leaders Club |
| Hyde Park YMCA | Youth Click |
| Hyde Square Task Force | Ritmo en Accion Dance Program |
| Hyde Square Task Force | Youth Community Organizing |
| Hyde Square Task Force | Youth Literacy Tutors |
| Inquilinos Boricuas en Accion, Inc. | Cacique Youth Program |
| Institute of Contemporary Art | Fast Forward |
| International Rescue Committee | Somali Youth Program |
| Jackson/Mann Community Center | Boston Youth Connection |
| Jamaica Plain Community Centers | Teen Program |
| Jamaica Plain Community Centers/ English High Community Center | ACES - Afterschool Collaboration Educational Success |
| James Walsh Community Center | Teen Program |
| JFYNetworks | JFYNet: MCAS Pass |
| JFYNetworks | |
| Junior Achievement of Northern NE | Urban Enterprise |
| Kent Community Center | Girls Program |
| Lena Park CDC | L.E.A.P. (Linking Educators, Achievers & Parents) |
| Lena Park CDC | Lena Park School Age Programs |
| Lena Park CDC | Youth Development & Recreation |
| Little Scholars' Workshop Inc. | Little Scholars' Workshop Inc. |
| Madison Park Community Center | Madison Park Youth Connection |

| | |
|---|---|
| Massachusetts Golf Association | FOREKIDS |
| Mattahunt Community Center | Teen Program |
| MetroLacrosse | Boston Bulldogs |
| Mission Hill Community Center | Tobin Center/Youth Connections |
| Mission Hill Community Center/Tobin CC | Girls Program |
| Mission Hill Community Centers | Thomas Johnson Center - Teen Program |
| Mission Main Resident Services Corp. | Enterprising Mission |
| Mission Main Resident Services Corp. | Mission PRIDE |
| MissionSAFE: A New Beginning,Inc. | Youth Leadership Service Corps & Explorers Academy |
| Murphy Community Center | Boston Youth Connection (The Murphy Teen Center) |
| Museum of Afro-American History | Underground Railroad Overnight |
| Museum of Science | Computer Clubhouse |
| MYTOWN | Youth Guide Development Program |
| National Park Service/Island Alliance | Boston Environmental Ambassadors to the National Park Service (BEAN) |
| National Parks Conservation Association | National Parks Young Leaders program-BEAN |
| Nazzaro Community Center | Teen Program |
| New England Aquarium | Summer Teen Internship Program |
| Ohrenberger Community Center | Babysitting Class |
| Ohrenberger Community Center | Youth Connection/Teen Drop In |
| Orchard Gardens Community Center | Orchard Gardens Youth Programs/Sisters of Strength girls group |
| Paris Street Community Center | Girls Teen Center |
| Partners for Youth with Disabilities, Inc. | Access to Theatre |
| Partners for Youth with Disabilities, Inc. | Access to Theatre Summer Institute |
| Perkins Community Center | Young Leaders |
| Piers Park Sailing Center | After-School Program |
| Project 10 East, Inc. | Gay/Straight Alliances |
| Project HIP-HOP | |
| Project LIFE | Kids on the Move |
| Project Shakespeare | same |
| Robert F. Kennedy Children's Action Corps | Youth Leadership program for Girls |
| Rosindale Community Center | Youth Connection |
| Roslindale Community Center | Gym |
| Roslindale Community Center | Teen Computer |
| Roslindale Community Center | Tutoring and Enrichment Program |
| Roxbury Comprehensive Community Health Center | Adolescent Life options Program |

| | |
|---|---|
| Roxbury YMCA Family Branch | Youth Development Department |
| Salesian Boys & Girls Club | Various different programs |
| Salesian Boys & Girls Club | Various programs at Savior HS |
| Shelburne Community Center | Youth Connection |
| showdown youth development organization inc | showdown basketball association |
| South Boston Neighborhood House | Adolescent Program |
| Street Peace Inc. | Client Member Services/Scouts program |
| Teen Empowerment | South End/Lower Roxbury Site |
| Teens Against gang Violence | Peer leadership program |
| Tenacity, Inc. | Tenacity |
| Tenacity, Inc. | Tenacity |
| Tenacity, Inc. | Tenacity |
| Theater Offensive | True Colors Out Youth Theater |
| Thompson Island Outward Bound | Environmental Expeditions (Co-ed 14-17 year olds/ 14-day expeditions) |
| UMass-Boston | GEAR UP |
| United South End Settlements | Computer Clubhouse |
| Urban Dreams Inc. | Urban Dreams Youth Development Program |
| Urban Ecology Institute | Urban Ecology Field Studies After School Program |
| UrbanArts Institute at Massachusetts College of Art | Teen Advisory Council |
| Vine Street Community Center | Teen Center |
| Wang Center for the Performing Arts | Suskind Young At Arts |
| Wang YMCA of Chinatown (Boston YMCA) | Youth Development |
| West End House Boys and Girls Club | Teen Program |
| West Roxbury Community Centers | ACES |
| West Roxbury Community Centers | BCLC |
| West Roxbury Community Centers/Roache Center | Youth Connection |
| West Roxbury YMCA | YMCA Teen Adventure |
| West Roxbury/Roslindale YMCA | Teen Leaders |
| Women Express | SHOUT! Mentoring Program |
| Women Express/Teen Voices Magazine | |
| Writers' Express | PAL/Cleveland After School |
| Writers' Express | Roxbury Prep Charter Workshop |
| Writers' Express | The Writers' Express After School |
| YMCA Black Achievers Branch | College Path |
| YMCA of Greater Boston East Boston Branch | Umana Barnes "New Arrivals" |
| YMCA of Greater Boston-Oak Square | Youth Development Initiative |
| YWCA Boston | Youth Voice Collaborative |

## *Provider Focus Group Protocol*

***Introductions***

1. Please introduce yourself and tell us briefly about your program
    - Is your program part of a larger organization or stand-alone?
    - Drop-in or regular programming?
    - Do you also serve elementary and middle school students?
    - Do you have plans to expand?

Recruitment/ Participation

2. How do you recruit young people/teens? What are the most successful tactics? What are the greatest challenges?
3. Which youth are most likely to participate? Which are least likely?
    - We found that more boys than girls are participating in the after-school programs surveyed. What tactics are successful for recruiting and retaining girls in your program? Are there tactics for older teens? Youth of certain ethnicities or linguistic backgrounds?
    - Do the youth that participate in after-school programs as younger students tend to remain engaged through their teen years? How have you observed this transition?
4. From the survey, providers told us that a caring staff, social/recreational time, pay/stipends, fun/safe environment, ownership in the program, and interesting curriculum are the aspects that teens find most attractive in an after-school program. Is this consistent with your own experience? What do you think are the most appealing and engaging aspects to young people when they consider after-school programs?
5. Do you think that what teenagers want in an after-school program is the same as what adults think these young people need? If not, how do you reconcile the two perspectives? Where do providers stand?

Barriers

6. Who is the person you really wish you could have kept in the program? Why did they leave?
7. From the survey, we learned that the need to work, scheduling conflicts, the perception that programs are "uncool", transportation, inadequate space, no knowledge of the program, and not enough staff were barriers to youth participation. Is this consistent with your own experience? Which barriers apply to which young people?
8. What can be done to overcome these barriers?

9. According to Boston Youth Survey 2001, 25% of Boston teens are not involved in any kind of after-school programming. Who are these young people? What suggestions do you have for reaching this group? Are there just some youth who won't participate?

10. From our survey, we estimate that less than 20% of Boston's teens are served by the current array of after-school programs. The Boston Youth Survey 2001 indicated that only 10% of teens spent *most* of their time after school in community or school-based programs. What is a reasonable "engagement goal" for Boston's teens from your perspective? And, how often should a young person participate in a program?

Plans For the Future

11. From the survey, we learned that 66% of providers have plans to expand their program in the future, and that they would invest additional funds in more staff, facilities, stipends, and then expanding the number of slots. Looking to the future, if you had additional funds for your program, is your goal to serve more youth or would you increase your capacity to better serve the number of youth that currently participate in your program? How do you think about this "breadth vs. depth" or "quantity vs. quality" issue?

12. In the survey, we asked providers to report the number of youth on their formal waiting list and their expansion plans. Based on those responses, we estimated that there are 600 youth on waiting lists, and that programs hoped to expand by a total of 6,000 slots. This number is roughly 10 times the size of the waiting list. What factors contribute to the discrepancy between these two figures?

## *Provider Focus Group Participants*

| ORGANIZATION |
| --- |
| Alternatives for Community and Environment |
| Artists for Humanity |
| Arts in Progress |
| Bird Street Community Center |
| Boston Arts Academy |
| Boston Ballet |
| Boston Center for the Arts |
| Boston Chinatown Neighborhood Center |
| Boston Nature Center |
| Boston Public Library |
| Boston Youth Essential Services |
| Bowdoin Street Teen Center |
| Codman Square |
| Curtis Hall Community Center |
| Eagle Eye Institute |
| East Boston YMCA "Umana Barnes" Program |
| Ellis Memorial & Eldredge House |
| Gear Up |
| Hyde Park YMCA |
| Institute of Contemporary Art |
| JFY Networks |
| Laboure Center Catholic Charities |
| MetroLacrosse |
| MYTOWN |
| New England Aquarium |
| Showdown Youth Development Organization |
| Street Peace |
| Tenacity |
| The Food Project |
| The Writer's Express |
| Urban Dreams |
| Urban Ecology Institute |
| YMCA Black Achievers Branch |
| Youth Service Provider Network |

## D. A CASE STUDY: BOSTON'S ENVIRONMENTAL TEEN YOUTH DEVELOPMENT PROGRAM

### *Environmental Provider Survey*

Dear Provider,

As you may know, Boston's After-School for All Partnership is a public-private venture that was founded in 2001 by the City of Boston and several of the area's largest philanthropic institutions and corporations. The Teen Initiative is a task force of the Partnership that is focused primarily on expanding the availability of high-quality after-school and summer programs for teenagers in Boston. Members of the Partnership include The Boston Foundation, City of Boston 2 to 6 Initiative, The Hyams Foundation, Massachusetts Cultural Council, Merck Family Fund, and an anonymous foundation.

Within the Teen Initiative, the Merck Family Fund and an anonymous foundation have formed the Boston Environmental Funders Group and are specifically interested in understanding the landscape of environmental programming available to teens in Boston. The Boston Environmental Funders Group has identified an opportunity to promote a more cohesive integration of youth development, environmental education, career development, with the stewardship and conservation of Boston's natural areas. This survey is part of a larger study intended to inform future investment in environmental after-school programming for teens.

The survey asks for basic quantitative data about ongoing environmental after-school programs for teenagers within the City of Boston. We will follow up this survey with a series of interviews and/or focus groups with providers to obtain a more detailed picture of the City's existing landscape of after-school environmental programs for teens. The survey should take approximately 25-35 minutes to complete. We hope you will take the opportunity to speak with us further at that time about your program(s). Thank you for taking the time to complete this survey.

Sincerely,
The Teen Initiative Committee and the Boston Environmental Funders Group

**SURVEY INSTRUCTIONS**
We realize that many of you may offer more than one after-school program for Boston teens, and may have many program sites. Additional information about these sites will be critical to our understanding of which neighborhoods are in need of service. Please forward the link to this survey to the appropriate person at each program at each site.
As you fill out the survey, please submit the first survey for your primary program and site.

- If you offer **one program at one site**, fill out the proceeding survey and click "Submit Survey."
- If you have **more than one program at your site**, or offer other programs at other sites, click "Submit Survey." On the next page, you will be directed to click "I have another program." Please fill out the same questions for your additional programs. Please

fill out one for each. Or, feel free to forward this survey to the appropriate person at each site.

• If you have other programs with a non-environmental focus, you will have an opportunity to respond for those programs at the end of this survey.

Please exclude one-time programs or events from your responses. Also, we realize that programs are complex and multi-faceted, but please try to choose only one answer unless instructed otherwise.

Thank you for taking the time to complete the survey for each program and site; this will allow us to have a full picture of the landscape of after-school programs for teenagers in the City of Boston.

**BOSTON'S AFTER-SCHOOL FOR ALL PARTNERSHIP: TEEN INITIATIVE**
**ENVIRONMENTAL PROGRAMS SURVEY**

Please fill out one survey per program per site, or forward the survey to the appropriate person to do so. Information about each program at each site is critical to our understanding of which neighborhoods are in need of service. ***At the end of the survey, we will provide space for you to include any information about this program that you feel you were unable to convey elsewhere.***

## I. Your Teen Program

1. Please answer all of the following questions for the **after-school program** (exclude one-time programs for this and all questions) you offer for **City of Boston teenagers** (ages 13-19).

Organization Name _____

Program Name _____

Please check the site/ location (neighborhood) of **this** after-school program.

- ☐ Allston/ Brighton
- ☐ Back Bay/ Beacon Hill
- ☐ Central
- ☐ Charlestown
- ☐ East Boston
- ☐ Fenway/ Kenmore
- ☐ Hyde Park
- ☐ Jamaica Plain
- ☐ Mattapan
- ☐ North Dorchester
- ☐ Roslindale
- ☐ Roxbury
- ☐ South Boston
- ☐ South Dorchester
- ☐ South End
- ☐ West Roxbury

**2. We are trying to better understand the scope of after-school environmental programming for teens. Please provide a brief description of this program.**

_____
_____
_____
_____

**3. What is the goal of this program? Please be brief.**

_____
_____
_____
_____

**4.. Do most teens attend this program on a regular schedule (e.g. every Tuesday and Thursday) or on a drop-in basis?**

- ☐ Regularly
- ☐ Drop-in

**5. How many days a week do you offer this program?**

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

**6. How many days a week does the average teen participate?**

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

**7. Please choose the two areas of focus (if applicable) that best represent this program. Understanding that this program is multi-faceted, we have also provided space at the end of the survey for additional comments. If none of the choices reflect this program's focus, please select "Other" and write in a brief response in the box provided.**

**Focus A:**

- __ Activism
- __ Beach/river patrols
- __ Clean up
- __ Community service projects

__ Education to others
__ Environmental justice
__ Environmental leadership training
__ Field research and studies
__ Guides/visitor services
__ Outdoor recreation
__ Restoration
__ Science/lab experiments
__ Stewardship/maintenance
__ Other _____

**Focus B:**

__ Activism
__ Beach/river patrols
__ Clean up
__ Community service projects
__ Education to others
__ Environmental justice
__ Environmental leadership training
__ Field research and studies
__ Guides/visitor services
__ Outdoor recreation
__ Restoration
__ Science/lab experiments
__ Stewardship/maintenance
__ Other _____

8. Please choose the three approaches (if applicable) that best represent this program. Again, understanding that this program is multi-faceted, we have provided space for additional comments at the end of the survey. If none of the choices reflect this program's approach, please select "Other" and write in a brief response in the box provided.

Approach A:

__ Hands-on learning
__ Peer leadership
__ Tutoring
__ One-on-one mentoring
__ Service learning
__ Recreational
__ Instructional
__ Other _____

Approach B:

__ Hands-on learning
__ Peer leadership
__ Tutoring
__ One-on-one mentoring
__ Service learning

__ Recreational
__ Instructional
__ Other _____

Approach C:

__ Hands-on learning
__ Peer leadership
__ Tutoring
__ One-on-one mentoring
__ Service learning
__ Recreational
__ Instructional
__ Other _____

**9. Do you provide a stipend to teens?**

- Yes
- No
- Don't know

## II. Whom do you serve?

**10. What is the total number of teens this program can serve now on a WEEKLY basis?**

- 0
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-175
- 176-200
- 200+

**11. What is the total number of teens actually PARTICIPATING in this program on a WEEKLY basis?**

- 0
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-175
- 176-200

- ☐ 200+

**12. If you keep a formal waiting list for this program, how many teens are currently on it?**

- ☐ 0
- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 50+

**13. Do teens pay a fee or tuition to participate in this program?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**14. Do you feel that the fee or tuition is a barrier to teens participating in this program?**

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Not applicable (no fee/tuition)

15. How many teens (absolute number, not percentage) ages **13 to 19** do you serve annually with this after-school program? Only enter numbers below; please do NOT input letters or % symbols.

_____

**Please answer the following questions regarding the** teens **you serve with this after-school program. Please enter your responses as a** percentage **of the teen population you serve. (For example, for 5%, enter 5.) Please do NOT input letters or symbols.**

- What percentage of these teens are female? _____ **%**
- What percentage of these teens are Asian? _____ **%**
- What percentage of these teens are Black or African American? _____ **%**
- What percentage of these teens are Hispanic or Latino? _____ **%**
- What percentage of these teens are White? _____ **%**
- What percentage of these teens are Mixed or Other Race/ Ethnicity? _____ **%**
- What percentage of these teens are gay, lesbian, bisexual, or transgendered? _____ **%**
- What percentage of these teens have "special needs" (including children on Individualized Education Plans (IEP), those with diagnosed disabilities, and/ or those with "perceived" disabilities)? _____ **%**
- What percentage of these teens do not speak English as their native language? _____ **%**
- Of the teens that do not speak English as their native language, what is the primary language spoken? Please check only one box.
  - ☐ Chinese
  - ☐ French Creole

- French (including Patois, Cajun)
- Italian
- Portuguese or Portuguese Creole
- Russian
- Spanish or Spanish Creole
- Vietnamese
- Other _____

**16. Please check the neighborhoods in which your teens live (check all that apply to this program at this site):**

- Allston/ Brighton
- Back Bay/ Beacon Hill
- Central
- Charlestown
- East Boston
- Fenway/ Kenmore
- Hyde Park
- Jamaica Plain
- Mattapan
- North Dorchester
- Roslindale
- Roxbury
- South Boston
- South Dorchester
- South End
- West Roxbury

**17. Of the teenagers you serve in this program, how many are not enrolled in school at all?**

- Don't know
- 0
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-175
- 176-200
- 200+

**18. Of the teenagers you serve in this program, how many are adjudicated (court-involved) youth?**

- Don't know
- 0
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100

- ☐ 101-125
- ☐ 126-150
- ☐ 151-175
- ☐ 176-200
- ☐ 200+

**19. Besides the fee or tuition, what is the primary barrier for teens to participate in this after-school program?**

- ☐ Transportation
- ☐ Schedule
- ☐ Must work
- ☐ No capacity in the program
- ☐ Other _____

**20. What is the primary way in which teenagers typically learn about this after-school program?**

- ☐ From their teachers
- ☐ From their fellow teens
- ☐ From their parents/family
- ☐ Other word-of-mouth
- ☐ From the Internet/emails
- ☐ From brochures/fliers/posters/other written materials
- ☐ From activity fairs/conferences/events
- ☐ Other _____

**21. What aspects of your after-school program are most popular with teens?**

_____
_____
_____
_____

**22. What aspects of your after-school program are least popular with teens?**

_____
_____
_____
_____

**23. Do you have plans to expand your after-school teen programming?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**24. If so, by approximately how many teens?**

- ☐ 1-10
- ☐ 11-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100
- ☐ 101-125
- ☐ 126-150

- 151-175
- 176-200
- 200+

**25. Do you offer regular, structured programs for teenagers during the summer (i.e., not one-time events or activities)? If so, how many teens do you serve in the summer?**

- No, we don't offer programs in the summer.
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-175
- 176-200
- 200+

**26. If additional funds were available, how would you use them to support expansion of your after-school programming for teens? Please limit your response to a short paragraph.**

**27. There are a set of funders who are particularly interested in supporting environmental programs and want to build on best practices both locally and nationally. What practices have you found to work the best in this program? Please limit your response to a short paragraph.**

**28. What suggestions do you have for these funders in terms of investment strategies for environmental, after-school programming for teenagers in the City of Boston? Please limit your response to a short paragraph.**

**29. To what extent does this program tie in with environmental programming at schools?**

_____
_____
_____
_____

**30. To what extent do you collaborate with other programs for teens? (Please identify the organizations and/ or programs with which you most often collaborate, if applicable.)**

_____
_____
_____
_____
_____
_____

**31. Please use the space below to provide any additional information about this program that you believe is crucial to our understanding of your responses above or this program in general.**

_____
_____
_____
_____
_____
_____
_____
_____

## *III. Your Organization*

**32. What type of organization are you?**

- ☐ Nonprofit
- ☐ For-profit
- ☐ Government
- ☐ Volunteer
- ☐ School
- ☐ Other _____

**33. What are your organization's annual revenues?**

- ☐ $0
- ☐ $1-250,000
- ☐ $250,001-500,000
- ☐ $500,001-750,000
- ☐ $750,001-1,000,000
- ☐ $1-2M
- ☐ $3-4M
- ☐ $4-5M
- ☐ $5M+

**34. The goal of this survey is to collect basic quantitative data from teen after-school providers to inform funders' future investments. To complement the data you've kindly provided us, we would like the opportunity to talk with you about more qualitative aspects of this program. We realize that there are numerous issues that we cannot cover in a survey, and hope you would be willing to speak with us further in a focus group format. If so, please provide the following information for the person likely to participate in the focus group:**

NAME: _____

EMAIL: _____

PHONE: _____

---

Below are two questions we plan on asking in the focus groups we mentioned above. Please feel free to respond to them in the space below (these are optional questions).

**35. In your opinion, what (if any) are the issues that keep teens from participating in your after-school program?**

_____

_____

_____

_____

_____

_____

_____

**36. What do you think are the most appealing aspects to teens when they consider after-school programs?**

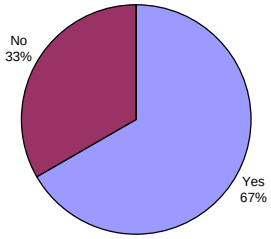
_____

_____

_____

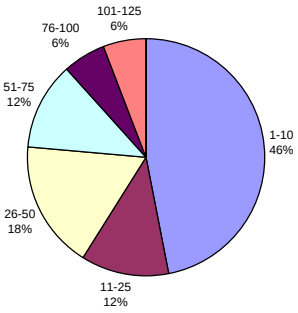
# *Additional Environmental Provider Survey Data*

**Do you provide a stipend to teens in this program?**



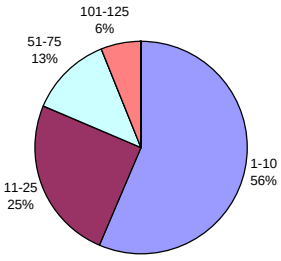

**(n=15)**

**What is the total number of teens this program can serve now on a weekly basis?**



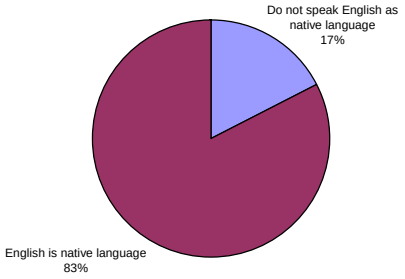

**(n=17)**

**What is the total number of teens actually participating in this program on a weekly basis?**

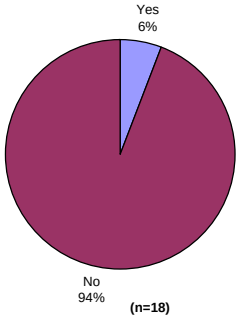



**(n=16)**

**What percentage of the teens do not speak English as their native language?**

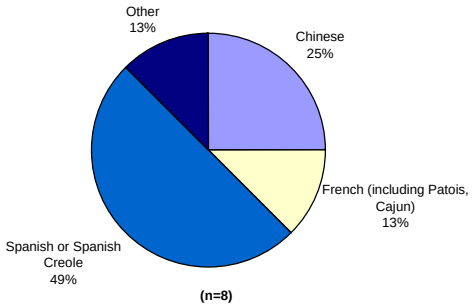



**Do teens pay a fee or tuition to participate in the program?**

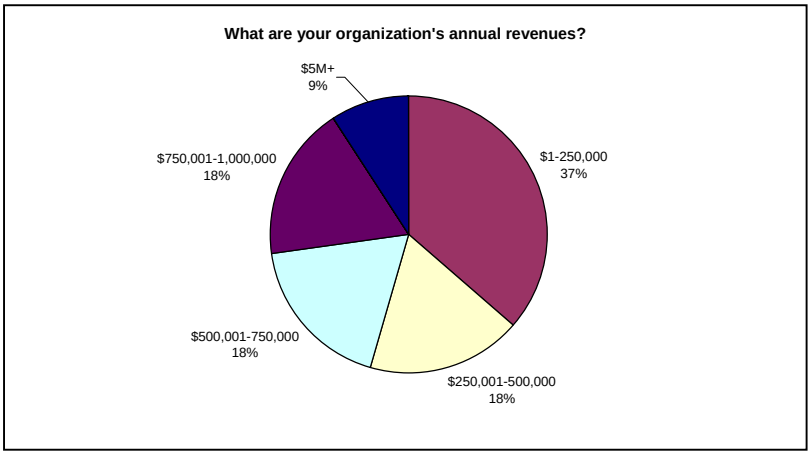


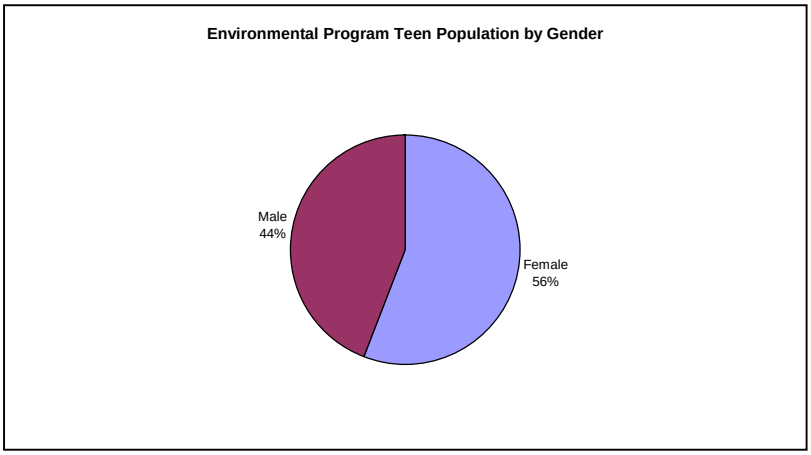

**(n=18)**

**Of the teens that do not speak English as their native language, what is the primary language spoken?**




**(n=8)**




## *List of Environmental Survey Respondents*

Organization and Program name included; organizations with more than one program included for each program and neighborhood.

| ORGANIZATION | Program |
|---|---|
| 4-H Youth and Family Development Program/UMass Extension | Boston 4-H Urban Stewards |
| 4-H Youth and Family Development Program/UMass Extension | Boston 4-H Urban Stewards |
| Allandale Farm | Allandale Farm Outdoor Summer Program |
| Alternatives for Community & Environment | Roxbury Environmental Empowerment Project |
| Asian Community Development Corporation | Berkeley Youth Gardeners |
| Boston Nature Center | Youth Leaders |
| Boston Nature Center | Teen Ambassador Program |
| Boston Park Rangers | |
| Chelsea Human Services Collaborative | Chelsea Green Space and Recreation Committee Youth Environmental Crew |
| EarthWorks Projects | |
| Global Habitat Project | Greentimes |
| Hyde Park YMCA | Earth Service Corps |
| National Park Service/ Island Alliance | Boston Environmental Ambassadors to the National Park Service (BEAN) |
| National Parks Conservation Association | National Parks Young Leaders program |
| New England Aquarium | Summer Teen Internship Program |
| The Food Project | Summer Youth Program |
| The Urban Ecology Institute | Urban Ecology Field Studies After School Program |
| Thompson Island Outward Bound | Environmental Expeditions |
| UMass-Boston | GEAR UP |
| Codman Square Health Center | Breath of Life Dorchester |

## *Environmental Provider Focus Group Protocol*

Introductions

1. Please introduce yourself and tell us briefly about your program
    - Does your organization also serve elementary and middle school students?
    - Provide stipends?
    - Do you have plans to expand?
2. What role is your program fulfilling in the overall "environmental movement"? What is your "theory of change"? What outcomes are you looking for in the young people you work with?

Recruitment/Participation

3. Survey revealed that environment subset tend to be smaller (capacity and revenues) than general providers, more structured/demanding programs, pay stipends – have to build their own market. Have you found this to be true? Are there particular challenges that environmental programs face?
4. How do you recruit young people/teens? What are the most successful tactics? What are the greatest challenges? Do teachers play a particular role?
5. "If we build it, will they come?" Who tends to participate in your programs? Is there a discrepancy between who you are trying to reach and who comes?
6. Does your program reach at-risk young people? Are environmental program good options for at-risk young people? Do young, urban youth care about their environment?
7. Do you think that what teenagers want in an after-school program is the same as what adults think these young people need? If not, how do you reconcile the two perspectives? Where do providers stand?

Programs

8. Do you incorporate career development in your program? Is this important for the young people you serve? What is your perception of the landscape of environmental careers available in the greater Boston area?
9. Do you incorporate activism in your program? If so, how? If not, what are the barriers to incorporating activism? Is this important to you?
10. If you provide stipends, what is your rationale for doing so?
11. What skills do you look for in your staff? How do you develop your staff?
12. Interviews with nine national providers revealed the following best practices:
    - Train leaders to work with teens on the environment
    - Has to look and feel different than school

- Ongoing participation is key
- Leverage core competencies of different programs
- Importance of school and other partners
- Stipends are not a panacea, but they help
- Funding is difficult

How does this resonate with your own experience? What would you add to this?

Plans for the Future

13. From the survey, we learned that 66% of providers have plans to expand their program in the future, and that they would invest additional funds in more staff, facilities, stipends, and then expanding the number of slots. Looking to the future, if you had additional funds for your program, is your goal to serve more youth or would you increase your capacity to better serve the number of youth that currently participate in your program? How do you think about this "breadth vs. depth" or "quantity vs. quality" issue?
14. What suggestions do you have for furthering the entire field of environmental programming in Boston? Do you have a vision for how environmental after-school programs might best serve young people in Boston? How might the Boston Environmental Funders Group best support that vision?
15. How many of you work together to provide programs?
16. What resources could you benefit from? What training do you need?

## *Environmental Provider Focus Group Participants*

| ORGANIZATION |
| --- |
| Alternatives for Community and Environment |
| Boston Nature Center |
| Codman Square |
| Eagle Eye Institute |
| The Food Project |
| New England Aquarium |
| Urban Ecology Institute |